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ABSTRACT

The challenges of burgeoning enrollment and the high concentration of lower-income and ethnic minority students, a climate of low expectations, teacher and student mobility, and increasing drop-out rates, led to the formation of the Houston (Texas) Consortium of Urban Professional Development Centers. The consortium focuses on urban schools; it includes: 4 universities, 16 professional development schools in 3 large school districts, the Region 4 Education Service Center, and the Harris County (Texas) Department of Education. The program includes all prospective teachers and involves both preservice and inservice education; it is systemic and based on knowledge of research on adult learning and exemplary practice. Among its objectives are to increase the knowledge and performance of preservice teachers and to increase student learning in urban professional schools. The goal of the program is to develop and implement a highly effective school-based, technology-intensive teacher preparation program that will increase the achievement of urban students. In addition to the explanation of the program goals and objectives, this document includes: 1994-95 Year-End Report, Houston Consortium of Urban Professional Development and Technology Centers; Houston Consortium, Strategic Plan 1995-1996; Association of Teacher Educators Distinguished Program in Teacher Education Award Application, Presentation (February 26, 1996, St. Louis, Missouri); and Professional Development and Technology Schools (reports on the 16 professional development schools). (JLS)

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Strength Through Diversity:
Houston Consortium for Professional Development and Technology Centers

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SUMMARY STATEMENT

The burgeoning enrollment of students in urban schools represents a valuable yet largely untapped intellectual resource in our nation. The high concentration of lower-income and ethnic minority students, climate of low expectations, teacher and student mobility, and increasing drop-out rates create major challenges in urban schools.

Meeting these challenges in Houston, the nation's fourth largest city, is especially important since Houston area schools educate one-fifth of Texas' school age population including 30% of all African Americans, 40% of all Asian Americans and 16% of all Hispanic Americans in the state.

Clearly, traditional teacher preparation programs have not been designed to produce teachers who are effective in the culturally diverse and economically challenging environments that characterize Houston's urban schools. Successful approaches must be research-based, and include multidimensional approaches that grow out of a variety of cultural and pedagogical perspectives.

These challenges led to the organization of the Houston Consortium five years ago to design a systemic program for improving learning in Houston. The innovative and effective program being submitted for the ATE Distinguished Program award includes five factors that set it apart.

1. **It focuses on urban schools**, perhaps the most challenging in the nation.

2. **The Consortium includes nine institutions** which joined together five years ago: four universities (2 public and 2 private), 16 professional development schools in three large school districts, Region IV Education Service Center, and the Harris County Department of Education.

3. **The preparation program includes all prospective teachers–not simply an option for a few students**. The institutions in the Consortium have committed their resources to this program for all prospective teachers by 1997 with more than half involved this year.

4. **The program involves both preservice and inservice education**.

5. **The program is systemic and based on knowledge of research on adult learning and exemplary practice**. A number of innovative strategies could be worthy contenders as distinguished programs, but we believe that it is when they are combined into a seamless web of carefully chosen strategies that their power becomes most evident.

PROGRAM GOALS AND OBJECTIVES

The goal of the Houston Consortium of Urban Professional Development and Technology Centers is to:

> **Develop and implement a highly effective school-based, technology-intensive teacher preparation program that will increase the achievement of urban students.**

This is a challenging mission. Making it a reality has required the commitment and knowledge of a wide range of educators. The design and implementation of the program has involved an extensive developmental process in which more than 1,000 educators have: (a) explored research on adult learning and urban education; (b) developed relationships and created an organizational framework and a telecommunications system to share ideas and insights that enable genuine collaboration; (c) identified proficiency benchmarks for prospective teachers who are preparing to teach in urban schools; (d) developed a model of teacher preparation which includes designed differences that accommodate varying needs and contexts while simultaneously facilitating the professional development of inservice teachers and producing increased learning of PK-12 students; (e) tested programs and procedures with pilot groups of teachers; and (f) institutionalized the program with increased numbers of prospective teachers and schools.

Six major objectives have guided the Consortium's work. The design and implementation of the program is represented in the initial four process objectives and described in the Program Overview. The last two objectives focus on product–change in prospective teacher and PK-12 student achievement. The evaluation of the program is described in the Evaluation section.

Objectives

1. To create a consortium of diverse institutions to demonstrate the efficacy of shared governance and collaborative program development;

2. To design and implement school-based teacher education program tailored for urban populations;

3. To provide professional development experiences for the faculties of both professional development schools and universities that respond to their expressed needs;

4. To integrate the effective use of technology for communication, management, and instruction throughout the consortium;

5. To increase the knowledge and performance of preservice teachers; and

6. To increase student learning in urban professional development schools.

PROGRAM OVERVIEW

This program has been collaboratively developed by the partners in the Houston Consortium of Urban Professional Development and Technology Centers (HUC) to improve the preparation of teachers while simultaneously increasing the achievement of urban PK-12 students. Its developmental phase has been funded by a three-year grant from the Texas Education Agency as well as by the partners in the Consortium. The Consortium was formed five years ago to revitalize teacher preparation for urban schools.

The design and implementation of the program are detailed in this section by describing the (a) consortium, (b) school-based teacher education program, (c) staff development component, and (d) use of technology.

The Consortium

The program was developed by a collaborative composed of nine diverse institutions (four universities, three school districts, and two intermediate educational agencies). Of the four universities involved, two are small private liberal arts institutions (Houston Baptist University and University of Saint Thomas). Two are large public universities (Texas Southern University and the University of Houston); one focuses largely on teaching and the other is research-oriented. The three school districts include Houston, the fourth largest in the nation; Spring Branch, a mid-urban district that was formerly all White but is now predominately minority; and Alief, a mid-urban district that has the most balanced ethnic composition in the area with approximately equal

numbers of African-Americans, Asians, Hispanics, and Whites. Together they educate over 250,000 students. The seven-county Region IV Education Service Center (ESC IV) and the Harris County Department of Education (HCDE) provide specialized professional development and assessment.

The Houston Consortium uses a number of formal and informal structures to facilitate collaboration and secure relevant input in the design and implementation process. As illustrated in Exhibit 1, the institutions work together through four separate professional development and technology centers (each organized around the program as it is delivered at a particular university and each including several professional development schools).

Organizational Chart

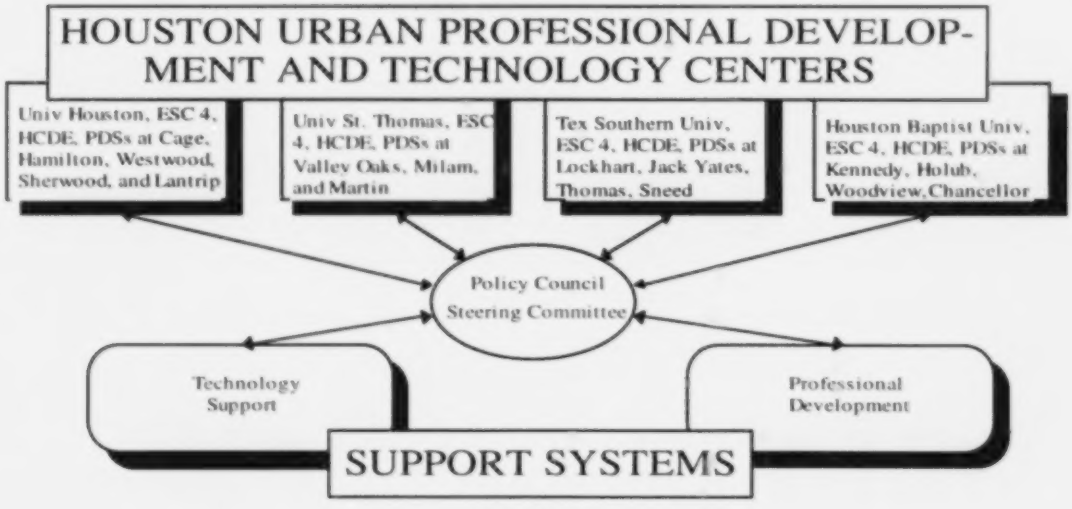
HOUSTON URBAN PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTERS
Univ Houston, ESC 4, HCDE, PDSs at Cage, Hamilton, Westwood, Sherwood, and Lantrip
Univ St. Thomas, ESC 4, HCDE, PDSs at Valley Oaks, Milam, and Martin
Tex Southern Univ, ESC 4, HCDE, PDSs at Lockhart, Jack Yates, Thomas, Sneed
Houston Baptist Univ, ESC 4, HCDE, PDSs at Kennedy, Holub, Woodview, Chancellor
Policy Council
Steering Committee
Technology Support
Professional Development
SUPPORT SYSTEMS

Exhibit 1

The primary governance body of the Consortium is the Policy Council. Its members include a teacher and principal from each professional development school (PDS), a school district central office representative from each district, a representative of each university, and a representative of each of the intermediate school agencies. This umbrella organization provides leadership, direction, and support for the four centers. Each center also has a center policy

council. The Consortium is supported by a steering committee that includes a representative from each center and provides day-to-day direction for program operations.

Ideas and expertise are shared not only through structured governance bodies, but also by the work of restructuring teams, task forces, study groups, school-based teacher educators, and university and school faculty. The varied experiences of participants provide perspectives that lead to more effective programs as the various stakeholders have reacted to surveys, participated in interviews as part of program assessments, and provided information on strengths and weaknesses of the program. The task forces and study groups include persons with a wide range of backgrounds and perspectives. Dozens of such groups have been engaged in design and implementation efforts and in professional development experiences during the past five years.

The School-Based Teacher Education Program

Characteristics of the Program

During 1991-92, more than 200 persons in the Consortium considered the nature of an effective urban teacher education program. Teacher education was being criticized nationally because of its lack of relevance. Urban schools particularly were condemned because of low and declining achievement and increasing violence. The Houston Independent School District, for example, had over 600 permanent substitutes because they could not attract nor retain qualified teachers.

There was considerable unanimity among the 12 groups that explored and agreed upon 11 essential characteristics of effective preparation programs for urban teachers. These characteristics, listed in Exhibit 2, continue to guide the program.

Exhibit 2: Characteristics of Programs in the Houston Consortium

> **Outcomes Focused**. Progress through and completion of the program by preservice teachers is based on demonstration of outcomes considered important in effective teaching and improved urban education.
>
> **School-based, Learner Centered**. Professional development schools provide the authentic settings for preservice teachers to learn to teach urban children and youth more effectively.

Technology Enriched. Technology is used in the program of teacher preparation and in the PDSs for management, instruction, and communication.

Cooperative Learning. Cooperation and collaboration are major concepts that guide the program. Preservice teachers use cooperative learning techniques with PK-12 students; however, cooperative learning strategies are not limited to them. Preservice teachers also learn in cooperative groups, and the Consortium itself functions as a type of cooperative group with individual and group accountability.

Identification with Cultural Diversity. The program is designed to develop an understanding of cultural, economic, and linguistic diversity as well as diversity of abilities including the full range of exceptionality.

Reflective, Investigative. The program promotes and utilizes reflection upon and analysis of contexts, actions, and outcomes so students understand and improve the educational process. Everyone—university professors, teachers, and prospective teachers—view themselves as learners and researchers.

Active Learning. The program facilitates learning by engaging prospective teachers in exploring, experiencing, and applying theoretical constructs through field-based experiences as they learn to engage children in active learning experiences.

Broad Range of Teaching Practices. Preservice teachers experience and learn to use current best teaching practices and strategies.

Strong Liberal Studies Background. A rich and broad liberal education, complemented by strong academic preparation in the teaching fields, is expected of all preservice teachers.

Authentic Assessment. Portfolio assessments are used to evaluate a broad range of abilities. Prospective teachers are expected to maintain a portfolio of their accomplishments both as demonstrations of progress and as an employment tool.

Flexibility. Planned differences are included to meet varying needs and contexts of individuals and institutions. These alternatives, while somewhat different in delivery and design, all address the same basic program goals and embody all of the essential program characteristics.

The program characteristics are based on a comprehensive understanding of research in learning theory, professional development, and adult education that have guided the design of the program and its delivery systems. The program can best be understood by further examining program implications of five of these characteristics: outcomes focused; school-based, learner centered; active learning; authentic assessment; and flexibility.

Characteristic: Outcomes Focused

Prospective Teacher Proficiencies. During its initial developmental years, the Houston Consortium identified 15 outcomes for prospective teachers that were related to research

and effective practice that emerged from numerous meetings in which over 200 educators participated. These are listed in Exhibit 3.

Exhibit 3: Prospective Teacher Proficiencies That Formed the Basis for Program Development

After having completed the professional program, the beginning teacher will master the following outcomes:

1. ***Classroom Management:*** Plan for, establish, and maintain a classroom environment that facilitates learning, reflective inquiry, and fosters mutual respect.

2. ***Assessment:*** Use a variety of methods to assess student learning and progress, to assess lesson planning and delivery, and to communicate the necessary information to students, administrators, and parents.

3. ***Technology:*** Use appropriate technology in the classroom for instruction, management, and communication.

4. ***Instructional Strategies - Reflective Thinking:*** Employ strategies that encourage reflective inquiry, critical thinking, and problem solving.

5. ***Instructional Strategies - Motivation:*** Employ strategies that create a climate in which students are encouraged to take responsibility for their own learning.

6. ***Instructional Strategies - Varied instruction:*** Incorporate a variety of appropriate and effective instructional strategies in a cohesive, rich, and varied learning environment.

7. ***Professional Development:*** Engage in professional development activities to analyze and improve her/his own teaching experiences.

8. ***Interpersonal Skills:*** Demonstrate interpersonal skills necessary to communicate effectively with diverse students, parents, other professionals and community members, and to engage in shared decision-making.

9. ***Oral/Written Skills:*** Communicate professionally, using proper oral and written skills, with parents, students, and others, and serve as an effective role model for students.

10. ***Knowledge of Subject Matter:*** Demonstrate a substantial knowledge of the subject matter being taught, use appropriate strategies to teach the subject, and be confident enough to learn with the students.

11. ***Learner, Growth, and Development:*** Employ knowledge of the physical, emotional, and intellectual development of students, as well the cultural factors that affect learning.

12. ***Ethics / Law:*** Demonstrate ethical behavior in all aspects of the profession, function within the legal framework, and serve as a role model for students.

13. ***Multicultural:*** Demonstrate interactional and instructional competence within and across culturally diverse groups.

14. ***Parental Involvement / Community Involvement:*** Involve parents and the community in the education of students.

15. ***Intrapersonal Skills:*** Recognize the stresses of teaching, cope with them, and maintain emotional, physical, and intellectual health as related to teaching.

Prospective teachers are held responsible for demonstrating these proficiencies through authentic assessment instruments including portfolios. Instruction in both universities and PDSs is designed to facilitate proficiency development.

Characteristic: School-based, Learner Centered

Key to the success of this program are its professional development schools which serve as the primary context for program delivery. Preservice teachers spend significant periods of time working in these schools and much of their instruction is delivered through activities that are conducted in these schools.

Characteristics of PDSs. The 16 PDSs were selected because they had large numbers of students who were at-risk of failure, mirrored the urban population, and had faculties who were committed to improving the education of their students and of prospective teachers. Exhibit 4 provides a profile of these schools.

Exhibit 4: Composition of PDSs

PDS	Enrollment	African American	Hispanic	White	Asian/ Other	Economically Disadvantaged	LEP	Mobility
Cage Elem.	790	2.0%	95.0%	2.0%	1.0%	91.0%	60.1%	24.0%
Lantrip Elem.	890	3.4%	89.6%	5.2%	1.8%	82.5%	53.4%	19.7%
Hamilton MS	1,167	18.2%	71.3%	8.8%	1.7%	67.8%	18.8%	19.8%
Sherwood ES	406	10.9%	47.0%	39.3%	2.8%	60.7%	30.2%	29.4%
Westwood ES	550	12.5%	34.6%	43.2%	9.6%	57.5%	25.2%	25.3%
Chancellor ES	1,065	20.8%	23.8%	19.3%	36.0%	33.3%	34.6%	20.4%
Holub. M.S.	1,301	22.8%	15.1%	35.2%	26.9%	20.5%	9.6%	20.0%
Kennedy Elem.	896	18.4%	23.7%	37.4%	20.5%	23.5%	27.8%	20.3%
Woodview ES	650	9.5%	61.3%	25.9%	3.3%	75.4%	37.2%	23.5%
Martin Elem.	910	19.7%	24.2%	28.9%	27.1%	35.3%	29.3%	21.8%
Valley Oaks ES	591	3.9%	49.3%	45.1%	1.8%	56.3%	36.1%	25.3%
Milam Elem.	455	11.0%	86.0%	3.0%	0.0%	95.0%	66.0%	32.0%
Sneed Elem.	1,048	18.7%	61.5%	11.5%	8.3%	56.4%	52.6%	30.2%
Jack Yates H.S.	1,774	97.0%	2.0%	0.0%	1.0%	27.0%	1.0%	27.0%
Lockhart Elem.	602	94.0%	1.0%	3.0%	2.0%	72.0%	1.0%	16.0%
Thomas M.S.	873	91.1%	6.1%	2.4%	0.5%	53.8%	3.1%	31.9%

Nearly 14,000 students attend these 16 PDSs. Their ethnic composition ranges from virtually 100 percent Hispanic or African American to ethnically-balanced schools. No PDS had more than 45.1 percent White students, and seven of the 16 had fewer than 10 percent White students. By providing diverse settings, and requiring prospective teachers to work in more than one PDS, they learn to teach urban students from several cultural groups.

Staffing. An important component of the program is the way it is staffed. Each PDS has two persons, one an employee of the university and the other an employee of the school district, who complement each other and other staff in the school-based program.

- A teacher is assigned quarter-time to build the school's capacity as a professional development school. These teachers act as liaisons for the program, work directly with prospective teachers, present inservice programs for Consortium members, and are key members of the team that designs, implements, and evaluates the teacher education program.
- A university faculty member is assigned quarter-time in each PDS as part of his/her regular work load to assure adequate coordination between the school and the university. Like the teacher coordinators, these faculty members act as liaisons, work directly with prospective teachers, present inservice education programs, often teach classes for prospective teachers in PDSs, and are part of the team that designs, implements, and evaluates the teacher education program.
- Faculty from the universities teach classes in the PDSs to prospective teachers and assist in staff development experiences in their areas of expertise. Teachers in PDSs also teach some of the individual sessions of classes for prospective teachers and act as mentors and cooperating teachers (whom we refer to as "school-based teacher educators"). When prospective teachers are tutoring individual PK-12 students, they are organized into small groups of 10-12 pairs of prospective teachers/students, located in various parts of the school, and supervised by either a university faculty member or SBTE.

In addition, a communication network among sites in the Consortium has been established using a SLIP connection, a recent improvement in telecommunications that is easily used. Teachers and

administrators in the PDSs, university faculty, and preservice teachers have access to the Houston Consortium telecommunications server so that regular communications can be maintained. Through telecommunications, graduates of the program can continue to interact with their former PDS mentors and university professors to gain information and maintain support during their initial years as teachers.

Characteristic: Active Learning

Authentic Context Programs. Schools are the setting for much of our teacher preparation program. School-based experiences have been developed in conjunction with PK-12 teachers to facilitate the integration and application of knowledge. For example, prospective teachers study ways to teach mathematics or reading and then tutor students using these methods. They are expected to demonstrate that they can diagnose a student's achievement level and personal values, tutor the student in targeted areas, and change the students' achievement level and attitude toward school. Use of reflective journals is another example of this integration. Prospective teachers in the Houston Urban Consortium (HUC) are expected to maintain a reflective journal, and several preservice teachers have introduced journals to PK-12 students.

The range of activities in the program and the number of hours in a PDS are considerably greater than in traditional programs. Depending upon the level (e.g., elementary or secondary setting), students spend an average of 660 hours in schools (range 500-840 hours).

The structure of the program is built around blocks of experiences rather than independent courses. The course numbers vary among the four universities to accommodate individual credit systems (HBU is on the quarter system, the others on the semester system), and university requirements. Exhibit 5 illustrates how courses are structured.

Exhibit 5: Illustrative Elementary and Secondary Programs

Course	Credit Hours	Clock Hours in School	Range of Activities
Elementary Program Block courses in curriculum, instructional design, and evaluation; models of teaching; classroom management; children with diverse needs; instructional strategies and materials.	15	250	Observing Functioning as a teacher aide Shadowing teacher, student, custodian, etc. Tutoring Journaling with children/teachers/professors Using technology Parent conferences/meetings Attending curriculum meetings Peer coaching Videotaping Maintaining portfolios Reflective journaling Conducting community study/surveys Participating in workshops Substitute teaching Peer teaching
Full semester teaching as student teacher or intern; seminar in evaluation and analysis of teaching.	9	500	
Totals-Elementary	24	750	
Secondary Programs Block courses in curriculum, instructional design, and evaluation; models of teaching; classroom management; cultural diversity; learning theory.	12	200	Acting as teacher aide Shadowing Tutoring Maintaining reflective journal Conducting community study/surveys Journaling with students/teachers/professors Attending teacher inservice meetings Participating in curriculum meetings Using technology Peer teaching Peer coaching Videotaping Substitute teaching Maintaining portfolios
Instructional strategies and materials in teaching fields; full-time teaching as student teacher or intern.	6	480	
Totals-Secondary	18	680	

Characteristic: Authentic Assessment

Authentic assessment systems provide the complementary evaluation to field-based programs in teacher education. Some of the authentic assessments used include:

- portfolios
- peer review process
- observations
- conferences
- interviews
- videotaping
- mentor /school based teacher review
- reflective journals

Portfolios and Teaching Artifacts. The major instrument in this process is portfolio assessment. At three benchmarks in their preparation programs, prospective teachers are expected to demonstrate their competence to proceed to the next phase. They do this through documents, assessments, and videotapes included in their portfolios that are reviewed by the Portfolio Review Team. The team is composed of university faculty and PDS teachers. These points are:

Benchmark 1. Admission to Teacher Education (experiences and background related to qualifications for entering a teacher education program).

Benchmark 2. Completion of Initial Preparation Program (candidates for full-time student teaching and internship demonstrate they have the requisite skills).

Benchmark 3. Completion of Teacher Preparation Program (demonstration of requisite skills through student teaching that the candidate is ready for the first job as a teacher).

During their preparation program, preservice teachers collect ideas, lesson plans, and other artifacts that will be helpful when they assume full responsibility for teaching students. These **teaching artifacts** are organized in ways that are meaningful to each person and are kept separate from the professional portfolio.

Exhibit 6: Benchmarks, Portfolios, and Teaching Artifacts

Benchmarks	Authentic Assessment
BENCHMARK: **ADMISSION TO TEACHER EDUCATION**	**Portfolio:** a. Resume b. Degree Plan c. Transcript of credits d. Description of experiences with children e. Demonstrated technology proficiency f. Professional education goals g. Philosophy of Education h. Snapshots of classroom life i. Description of Houston area, people, students, schools, including strengths and needs **Initial file of Teaching Artifacts**

BENCHMARK: **APPLICATION TO STUDENT TEACHING/ INTERNSHIP**	**Portfolio:** a. Revised resume b. Degree Plan and updated transcript of credits c. Description of experiences with children - updated with illustrations of quality of experiences d. Disk of increased technology proficiency e. Professional education goals - updated f. Philosophy of Education - updated g. Snapshots of classroom life - updated h. Expanded and refined description Houston - including strengths and needs, with specific personal experiences and data, and case studies i. Evidence of successful teaching - Sample learning goals and objectives - Sample lesson plans - Sample evaluation tools - Samples of student work with teacher feedback - Videotape of lesson with plans j. Reflective journal k. Record of community involvement l. Mentor teacher, peer, and self evaluations **Expanded file of Teaching Artifacts**
BENCHMARK: **COMPLETION OF PROGRAM**	**Portfolio:** a. Professional resume with current transcript b. Revised educational philosophy c. Professional placement file d. Case studies of students of diverse cultures e. Videotaped lessons, plans, and evaluations f. Record of community involvement **File of organized Teaching Artifacts**

Characteristic: Flexibility

University Alternatives. While the general program structure for all four universities is based on the same characteristics and student proficiencies, individual institutions draw on their unique strengths and respond to their unique contexts. For example, the faculty of Texas Southern University has engaged in extensive explorations of the research on multiple intelligences and has incorporated this research into the redesign of their program. The University of St. Thomas has utilized research concepts of bilingual education in their program. Houston Baptist University has added a pre-professional component to their program during the first two years of university study that is based on research in human development. The University of Houston has focused its efforts on synthesizing a research agenda for their program. Each shares its ideas, challenges, and

proposals with the others, thus each is able to draw on the ideas, experiences, and expertise of all other Consortium members.

Student Alternatives

Our students come to the program with varied needs, and thus it is vital that these be accommodated while maintaining program integrity and quality. Program modifications for four groups of students are described in the following paragraphs.

Full-time Students. The basic program is designed for students who study full-time and plan to be certified in two to three semesters. Some are undergraduates who typically enter the program as juniors; others are post-baccalaureate or graduate students. These students complete the program sequence described above. Their average age is 27, which is probably typical for urban and commuter institutions, but older than the population in residential universities.

Part-time Students. Part-time students often must attend classes in the evening because of their work schedules. For these students, videotapes of classroom sequences, classes taught over cable TV in evenings and on weekends, and multimedia experiences in the resource centers of universities provide some alternative individualized experiences. They still work in PDSs but on a different and sometimes individual schedule, typically taking 2-3 years to complete the program, and sometimes as long as four years. They often form cadres who meet in groups of 5-6 students to complete school-based assignments.

Early Entry Program. The Early Entry Program was initiated based on the needs of two groups: (1) mature students, often with families, who are unable to attend full-time because they must work (yet because of their maturity, teaching fields, and ethnicity, are the very persons we wish to encourage to become teachers); and (2) school districts that face difficulty in securing competent teachers in critical shortage areas; i.e., bilingual education, English-as-a-Second-Language, and exceptional education in elementary schools, and mathematics, science, and reading in secondary schools. During the two to three semesters in this program, these prospective teachers:

- Work full time (32 clock hours in a school classroom as a teacher aide and 8 hours attending teacher preparation coursework that often is conducted in a PDS with student-related experiences);
- Are placed in classrooms with master teachers and are supervised and evaluated by university and school district personnel; and
- Are paid a salary of $1,000 per month for ten months and receive their own computer.

Participating students are carefully screened. Each is a junior or post-baccalaureate student enrolled in the teacher education program of one of the participating universities, has a minimum 2.5 GPA and passing scores on the TASP (test required in Texas for higher education), has successfully completed an interview conducted by the district's personnel department, has been recommended by one of the universities, and is selected by a school principal.

The program was approved by the school boards of collaborating school districts and the Texas Commission on Standards for the Teaching Profession which commended the Consortium for creatively solving a persistent problem in teacher education. Thirty-three (33) students are in the program this year.

Internship Program. Students holding a bachelor's degree who have completed all their program requirements except student teaching may seek an internship in lieu of student teaching. The internship is full-time for one year at a beginning teacher's salary and benefits minus $2,500 for program expenses. Each intern is supported by a school-based mentor, a university mentor, a university supervisor, program staff, and other interns in the program. Interns are released one day per month to observe promising practices and to plan and attend staff development activities with other interns and their mentors. School-based mentors are released six days during the year for training and to work with their interns and university mentors. School districts budget the equivalent of a beginning teacher's salary for each intern, with the difference used to pay for substitute teachers and other program expenses. Forty-six(46) interns are currently in this program.

Staff Development

The Consortium has provided extensive staff development opportunities to both university and PDS faculty organized around four major topics: diversity, technology, mentoring, and best teaching practices. Workshops have been offered in Saturday seminars, summer institutes, Consortium-wide staff development activities, and programs tailored to individual PDSs. In addition, university faculty teaching in PDSs often work individually with teachers in addition to the more formal staff development. Some of the staff development sessions during the past two years are listed in Exhibit 7.

Exhibit 7: Partial List of Professional Development Workshops

- **Diversity**: Children with Special Needs, Multicultural Education: Strategies that Free All Learners to Fly, Cultural Diversity, Strategies for Supporting the Success of Urban Learners, Strategies for Working with Youth with Limited Language Skills, Making the School Culture Friendly, Developing Cross-cultural Literacy Skills, The Principles of Multicultural Education, Capitalizing on Culture, Building Teachers Interactional and Intercultural Skills, At Risk Student Conference, Education in a Multicultural Society, Improving Interpersonal and Intercultural Skills, Integrating Diverse Language Learners into the Academic Mainstream

- **Technology**: Software Preview, Use of New Technologies, Computers in the Classroom, ClarisWorks Introduction, TENET Quickstart, Software Preview: English Language Arts k-5, Preview: Math and Science K-5, Multimedia in the Classroom, Learning Styles and Technology, Exploring the Internet, Student Projects in Telecommunication, Creation of Transparencies and slide shows, KIDPIX, Electronic Gradebook, Scanners, Video Cameras, and Quicktakes, Developing Your Own Worldwide Web Home page, Netscape

- **Mentoring**: Peer Coaching, Mentor Teacher Training, Mentoring/Supervising, Portfolio Assessment, Use of Portfolios , Portfolios, Assessment: Portfolios, Resources, and Approaches, Behavior Management, Self Esteem: The Power of Affirmation, Behavior Management for Difficult Students

- **Best Teaching Practices**: Multiple Intelligences, Use of Math Manipulatives, Enhancing Mathematics with Children's Literature, Reflective Inquiry, Educational Reform and the Teaching of Thinking, Creative Teaching Techniques, Creative Training Techniques, Cultural Connections in Math, Process Skills in Science Instruction, Using Diagnostic Instruments in Math.

Instructors for these staff development experiences include teachers, administrators, university faculty, community representatives, intermediate school agency staff, and prospective teachers. University professors are no longer the principal source of such experiences. PDSs and universities draw on the particular skills of everyone; for example, preservice teachers who would have already completed a course in instructional technology serve as classroom technology assistants.

While inservice sometimes tends to focus on universal needs and generic teaching skills and strategies, programs in the Consortium have addressed primarily the specific, identified needs of individual campuses and teachers. Needs assessments have been conducted each year, and collaborative groups of PDS and university faculty have analyzed test scores and Campus Improvement Plans to identify specific staff development needs.

Technology

University faculty, PDS faculty, preservice teachers, and PDS students have worked together to gain and use technology skills. As they have learned to use technology, it has served as a tool to increase effective communication, management, and learning. This focus has paralleled an emphasis in the State of Texas on the integration of technology throughout PK-12 schools and teacher preparation programs. Technology skills are included in the State's *Teacher Proficiencies for Learner Centered Schools* required in teacher preparation programs as well as in the public school curriculum. Each year, state funds for technology are provided for PK-12 public schools.

Technology Training. Prospective teachers are required to complete at least one course in instructional technology prior to entering the teacher preparation program. While they are more comfortable with technology than many of the teachers in PDSs, students in schools often are least inhibited. If PDSs are to serve as exemplars of best practice, they need to model effective use of whatever technology is available to them.

The Consortium has made extensive staff development available to both PDS and university faculties through a multi-phase staff development program. Phase I focuses on basic computer skills needed for use of the Macintosh operating system; Phase II covers applications of ClarisWorks, Hyperstudio, and basic Internet resources; and Phase III addresses curricular integration of technology.

Telecommunications. Telecommunications continues as an important communication and instructional device. PDSs, universities, and intermediate school agencies are connected by e-mail so that preservice and inservice teachers can communicate electronically. Some PK-12 classes in PDSs use telecommunications for instruction in language arts; e.g., communicating with students in other Houston PDSs and sometimes with students in other countries. Some do research on the Internet. Preservice teachers communicate with peers, send lesson plans to PDS teachers, and share journal entries with their professors via e-mail. These telecommunications efforts continue to bring simple and intuitive graphical-user-interface (GUI) Internet tools to members of the Consortium. By sending an e-mail message to the address, "info@PDS.uh.edu,"

users receive an automatic e-mail reply which provides information about the program plus pointers to additional on-line resources.

Consortium Funding

The Houston Consortium has received support from the Texas Education Agency for many of the developmental activities of this program. During our second year, we applied for and received a three-year grant to supplement local resources. While the grant was substantial ($2.4 million over the three years), it was used primarily for technology in participating institutions and not for implementation activities. Implementation activities are completed with regular institutional resources used to fund teacher education programs.

EVALUATION

Program evaluation has occurred in two areas: (a) program design and implementation as expressed in the first four objectives, and (b) program results as described in the last two product objectives. Both internal and external assessments are conducted to provide a rational basis for planning future directions and making program changes.

Objective 1*
Effectiveness of Consortium

Internal Assessment Studies

The efficacy of the consortium is assessed through a survey conducted by the Region IV Education Service Center each spring. A sample of Consortium members are queried about four topics: technology, collaboration, restructuring, and professional development. Questions on this survey also provide information on objectives 2, 3, and 4. The 1995 survey was completed and returned by 74 persons, including classroom teachers in PDSs involved with the program,

* See pages 2-3 for a list of the six program objectives.

classroom teachers in PDSs who were not directly involved in the program, Policy Council members, university faculty, PDS principals, and preservice teachers.

The results showed that:

- Participants unanimously indicated the worth of the consortium, that it has strengthened the teacher preparation programs in Houston, and that it should be continued.
- Nearly three-fourths of respondents (74.2%) had participated in professional development activities offered by the Consortium.
- Forty-three (42.9%) of teachers in PDSs indicated that they had changed how they teach based on information or skills acquired through participation in the Consortium.
- Seventy-eight percent (78.6%) believe that the behaviors of preservice teachers have changed as a result of actions of the Consortium.
- Ninety-two percent (92.9%) have engaged in cross organizational interactions with other Consortium members.
- Seventy-one percent (71.4%) believe the Consortium addresses the needs of urban educators.

External Evaluation Studies

An external study of the program, conducted each year by Paul Liberty, Southwest Educational Development Laboratory in Austin, is designed to provide an arms-length assessment of the program. Each spring, Dr. Liberty visits each of the PDSs, the four universities, Harris County Department of Education, and Region IV Education Service Center, observing classes, interviewing participants, and examining materials. The external evaluation is organized around the six goals in our strategic plan. In April 1995, after interviewing and observing more than 160 persons, including approximately 75 teachers and 12 principals, Dr. Liberty concluded that "General conclusions are that the Consortium has had a profound effect in bringing about changes

in the way teachers are being trained." His full, comprehensive report, as well as copies of the many other assessment studies, will be displayed in the ATE Exhibit should this program be among the finalists.

Objective 2
Formative Programmatic Studies

In essence, all of the studies that have been conducted are concerned with the implementation of the teacher education program. In addition, members of the Consortium interviewed university students, PDS teachers and administrators, and university faculty and staff to elicit their perceptions of the operation and effects of the program. Results have been used to make changes in scheduling, content, and program components. Four illustrative changes resulting from interview studies this year include:

1. Intern feedback caused seminar time change.
2. Site feedback resulted in modifications in portfolio content.
3. Professor feedback resulted in a change in computer deployment.
4. Overall input caused modifications of dates when interns first go to schools.

Objective 3
Professional Development

Data from the internal evaluation indicated that nearly three-fourths of respondents had engaged in Consortium professional development, and that such activities had affected the ways in which they teach.

To make the extensiveness of staff development more explicit, the rosters of workshop attendance were analyzed. The following figures summarize 1994-95 staff development activities:

130.0 Workshops were conducted through the Consortium

1,259.0 Teachers participating

93.0 University faculty participating

15.5 Average number of participants per workshop.

Objective 4
Use of Technology

All PDSs and universities in the Consortium have greatly strengthened their technology over the past five years, primarily from state allocations for this purpose. The Consortium has contributed to this by offering a systematic staff development program combined with individual consultation. These have led to increased innovative use of technology in PDSs, according to findings of the external evaluator and feedback from the internal study by Region IV.

The effectiveness of various telecommunication systems was studied during 1994-95. The study investigated two primary levels of Internet connectivity to determine whether access to graphical-user-interface (GUI) tools increased the level of use and improved attitudes toward telecommunications. In the study, the treatment group received training in the use of GUI tools over a SLIP connection. The comparison group received similar training but had access only to ASCII-based text systems over standard modems and telephone lines. The GUI group used e-mail more often than the ASCII group and also had more positive attitudes toward telecommunication. Based on this study as well as information available from other sources, the Houston Consortium is using GUI technology in our e-mail system.

Objective 5
Increased Knowledge of Prospective Teachers

Objective 5 pressed us not only to assess and change program processes, but also to determine the extent to which the program changed the knowledge and performance of graduates. Two studies were conducted; the first examined their instructional strategies through classroom observations while the second study assessed the extent of prospective teachers' knowledge base by examining their scores on a state-mandated test at the end of their program.

Instructional Strategies of Prospective Teachers

A study conducted in the Spring, 1995, compared student teachers who had completed pre-student experiences through field-based preparation with student teachers prepared in the traditional manner. The pool consisted of 320 students. From this pool, two groups of 40 student teachers were randomly selected. About 30 percent were male and 70 percent female.

These student teachers were observed and five randomly selected students from each of their classes were interviewed. Some observations, however, were not complete (observed fewer than 5 sweeps during an observation period) and became unusable. Consequently, 72 student teachers and 360 students were included in the sample. Thirty-eight (38) student teachers with their 214 students were in the Houston Consortium (HUC) group and 34 student teachers with their 146 students were in the non-HUC group. They taught classes that ranged from PK-12th grade.

Results – Teacher Classroom Behavior. Student teachers generally spent over 75 percent of their time in instruction and 15 percent in classroom management. They placed students in whole class settings over 50 percent of the time. Their classroom instruction focused mostly on a task's content (45% of time), which was followed, in descending order, by communicating the task's procedures (33%), responding to student signal (27%), discussing students' work plans or progress (20%), praising student performance (16%), and checking student's work (15%). They seldom spent time showing personal regard for students (3%) or determining the difficulty of the task (4%). Their most frequent interaction was explaining (33%), followed by questioning (21%), commenting (15%), and cueing or prompting (12%).

The results revealed significant differences in teacher classroom behaviors between HUC and non-HUC teacher groups. HUC student teachers interacted more often with students than non-HUC teachers. HUC teachers spent significantly more time than non-HUC teachers in (a) responding to student signals, (b) checking students' work, (c) encouraging self-management, (d) praising student behavior, (e) praising student performance, and (f) correcting student performance.

Results – Student Classroom Behavior. Students were observed spending 55 percent of their time interacting or doing independent work. They spent over 30 percent of the time interacting with teachers and about 15 percent of the time interacting with other students. The most frequently observed type of activity was watching or listening (35% of time), which was followed by, in descending order, working on written assignments (18%), talking (12%), and working with manipulative materials/equipment (9%). The predominant classroom setting was whole class (65%), followed by individual (19%) and small group (15%). Students were on task over 80 percent of the time, distracted about 13 percent of the time, and disruptive about 3 percent of the time.

Students in non-HUC classes were more frequently off-task. Students in HUC classes were more frequently placed in small group and less frequently placed in whole group activities than were students in non-HUC classes

Achievement of Prospective Teachers

The State of Texas requires graduates to pass a test of professional knowledge (ExCET) at the end of their preparation program as a prerequisite to certification. ExCET scores of graduates during 1994-95 (those who had been in the program during the first full year) are found in Exhibit 8.

Exhibit 8: Passing Rates for HUC and Traditional Prospective Teachers on ExCET Test for 1994-1995

ExCET Test	HUC Program			University		
	Number Tested	Number Passed	Percent Passing	Number Tested	Number Passed	Percent Passing
Professional Development-Elementary	49	45	**92%**	315	237	**75%**
Professional Development-Secondary	1	1	**100%**	172	128	**74%**

Elementary Comprehensive Exam	44	44	**100%**	213	181	**85%**
Early Childhood-Elementary	12	11	**92%**	81	47	**58%**

A greater proportion of students in the HUC program passed the ExCET tests than their peers in traditional programs. This difference ranged from 15 to 34 percentage points for each of the basic tests. The same pattern held for secondary subject-matter tests; however, the numbers were too small to treat statistically.

This difference between the two preparation programs might be attributed to the increased realism of a school-based program or to the smaller number of candidates. Because the program numbers are growing rapidly, a far greater number of HUC graduates will be tested during the spring 1996, providing an opportunity for extended analysis. We believe, however, that HUC graduates will continue to out-perform traditional graduates because of the nature of the ExCET. Additional school-based experiences in the HUC program provide a sound foundation for simulations and problem situations found in many questions on the test.

Objective 6
Improved Standardized Test Scores of P-12 Students

The sixth and last objective of the Houston Consortium is not only to affect the quality of the preparation program for teachers, but also to strengthen the educational programs in each of the 16 PDSs. Texas schools are required to administer a standardized criterion-referenced test each year, the *Texas Assessment of Academic Skills* (TAAS). Objective 6 was assessed through analysis of changes in achievement of PDS students on the TAAS. This provides hard data related to the potential impact being made by preservice teachers and university faculty in the schools, staff development activities, and increased tutoring of individual students by prospective teachers through this program.

A study of TAAS scores was conducted to determine if the program had any effect on PDS students. Exhibit 9 includes percentiles for mathematics, reading, and writing for a three-year period, and compares 1992-3 scores with those for 1994-5. The 1992-3 tests were administered

before schools became PDSs while the 1994-5 tests were administered after preservice teachers were assigned to them.

Exhibit 9: Percentage of TAAS Passing Scores for Fourth, Eighth, and Tenth Graders 1992-93 Through 1994-95

School	Mathematics				Reading				Writing			
	92-93	93-94	94-95		92-93	93-94	94-95		92-93	93-94	94-95	
	(percent passing)				(percent passing)				(percent passing)			
Kennedy	74.4	78.6	84.3	+	78.2	85.9	90.3	+	100.0	93.2	85.4	–
Cage	7.9	55.9	38.0	+	20.8	81.4	54.0	+	63.6	79.7	76.0	+
Milam	4.2	30.8	23.0	+	43.5	60.9	69.0	+	76.9	96.0	73.0	–
Woodview	56.0	72.0	73.0	+	58.0	95.0	79.2	+	82.0	87.0	71.0	–
Valley Oaks	69.0	80.0	87.8	+	72.2	93.0	90.2	+	94.0	100.0	100.0	+
Westwood	77.0	71.0	NA	–	75.0	85.0	NA	+	71.0	83.0	NA	+
Lockhart	39.3	37.5	58.0	+	53.4	68.1	77.4	+	84.7	81.9	80.0	–
Hamilton MS	28.0	49.0	42.0	+	49.0	69.0	69.0	+	54.0	52.0	64.0	+
Chancellor	65.7	53.6	75.9	+	79.2	73.8	83.6	+	90.0	79.5	90.2	+
Lantrip	37.5	34.0	71.0	+	55.2	58.5	72.0	+	79.1	69.2	85.0	+
Martin	71.6	66.7	81.0	+	82.6	82.1	88.0	+	96.8	85.1	90.0	–
Sherwood	40.0	77.0	74.0	+	47.0	94.0	89.0	+	79.0	97.0	96.0	+
Sneed	36.3	37.5	54.0	+	54.9	70.4	73.0	+	78.2	82.8	79.0	+
Holub MS	59.7	64.7	66.7	+	75.2	83.7	82.2	+	70.9	73.4	71.8	+
Thomas MS	15.9	27.0	13.0	–	43.4	43.1	48.0	+	40.1	25.0	41.0	+
Yates HS	23.5	31.6	NA	+	51.0	51.3	NA	+	69.1	68.2	NA	–

While the changes in achievement over the past two years are small in some schools, the pattern is clear: PDSs increased achievement. The number of PDSs which increased achievement and the number which decreased achievement in each subject area are synthesized in Exhibit 10.

Exhibit 10: Synthesis of Changes in Achievement of PDSs

Subject Tested	No. PDSs With Achievement Up	No. PDSs With Achievement Down
Reading	14	2
Mathematics	16	0
Writing	10	6

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TOTALS	40	8

When achievement in 1992-3 is compared with achievement in 1994-5, 40 areas increased and 8 decreased. Of those that decreased, 6 of the 8 were in writing. Interestingly, during the past two years, preservice teachers have tutored PDS students in math and reading as part of their preparation, but not in writing. We intend to focus more on writing to determine if work by preservice teachers and university faculty, when added to that of PDS staff, will make a difference.

Conclusions. 1. Significant positive changes in student achievement occurred. These changes were greater in the first year than in the second year when achievement gains tended to stabilize, but continued to be greater than those prior to becoming a PDS.

2. A causal relationship between being a PDS and increased student achievement would be misleading, however. We cannot conclude that these positive changes can be attributed to a school becoming a PDS. Campus initiatives that include aligning curriculum with test objectives, for example, may have had a greater impact on the scores.

3. Several factors related to being a PDS may have had some effect on achievement gains.

- A larger number of adults were involved in instruction with the addition of pre-interns and interns in PDSs.
- The student-adult ratio was thus lowered, providing greater access by each student to adult mentoring, support, and instruction.
- Teachers had opportunities to engage in professional development related to teaching in urban schools and in the use of technology.
- School leaders were engaged in a network in which personnel from schools, intermediate educational agencies, and universities had opportunities to solve problems and share ideas.
- Being part of a new movement, selected after making competitive applications to be PDSs, and the Hawthorne effect of change all were factors that may have influenced achievement.

In summary, the evaluation of Houston Consortium has been conducted in two areas: formative studies that have guided program development and summative assessments of the program's impact on prospective and practicing teachers and on PK-12 student. These tend to support the thesis that the program is effective in educating teachers and raising PK-12 student achievement.

IMPLICATIONS AND CONCLUSIONS

An important aspect of any demonstration is the extent to which (1) the developing institutions continue to implement and expand its use, and (2) the extent to which it could be replicated in other institutions. Not only is this program being fully implemented in the Houston Consortium, but it has the potential for other institutions to either fully implement it or adopt some of its major innovations. These are more fully discussed in the following paragraphs.

Institutionalization

Commitment to full implementation has already occurred in the Consortium. During the past five years we have moved toward full implementation of a systematically developed program that has the eleven specified characteristics and involves preservice teachers in developing and demonstrating the fifteen outcomes while testing each component at every stage of development. Exhibit 11 indicates the number of prospective teachers admitted to the program each year for the past three years.

Exhibit 11: Increasing Number of Students Admitted to School-Based Programs

	1993-94		1994-95		1995-96	
	TRAD	HUC	TRAD	HUC	TRAD	HUC
Houston Baptist University	85	5	51	6	0	75
Texas Southern University	83	17	77	26	45	55
University of Houston	446	23	269	198	110	358
University of St. Thomas	85	35	82	29	40	50
TOTALS	699	80	479	259	195	538

Following two years of planning, development, and pilot testing, full scale testing of the new program began in 1993-1994. The percent of students in the Consortium program has increased from **10** percent of all entering students in 1993-1994 to **35** percent in 1994-1995 to **73** percent in 1995-1996. In the next two years, this will become the only program that prospective teachers in these institutions can enter.

The program will continue to grow numerically and also conceptually. Evaluation studies tell us what is working and what is not. Our graduates tell us how to improve the program. Experiences in schools continually cause the program to be modified. Some of these changes are evident in the preceding sections, but the real test of the program's effectiveness is in the competence and enthusiasm of our prospective teachers, and the response of personnel directors who vie for graduates as teachers.

Potential for Adoption or Adaptation

To what extent can other institutions adapt or adopt the program described in this application? We believe it is very high even though this is a complex, comprehensive, and systemic approach to preparing teachers. Why?

1. Traditional teacher education programs typically involve collaboration between two institutions such as a school and a university. The Houston Consortium has demonstrated a much more complex set of relationships as nine institutions have learned to work together. Can others accomplish this same level of collaboration? We believe the answer is, "Yes." The fact that it has been successful with such a diverse group of institutions and with people who previously had only limited interaction indicates that it could work in many different contexts.

While it is not simple, collaboration strengthens the bonding among professionals–school teachers with university faculty, regional centers with schools, communities with universities. Collaboration requires no additional funds; it does require time and commitment to be effective.

2. External funding is not critical to program implementation. While a grant provided partial support for the systemic redesign of this program during a three-year period, the institutions

involved have committed themselves to continue without external funding. Universities draw upon tuition and their regular state or private funding to support the program.

3. School-based programs require more resources than those located in universities, but they bring additional benefits to both schools and universities that more than compensate for additional costs (greater cost-benefit analysis). We have found though third-party and objective studies that prospective teachers score higher on state-mandated entrance examinations, and that they are greatly sought after by schools upon program completion. Prospective teachers are more confident–and competent–than in programs that are primarily university based.

Schools have found that the benefits gained from being a PDS far outweigh any additional challenges. Every principal of the 16 PDSs believes his/her school is far better off because of the broadened staff development resource base, additional adults in the school, and the enthusiasm engendered by being a PDS. Scores on standardized tests of students in PDSs have increased.

4. This program demonstrates not only the efficacy of focusing teacher education on a specific population, but the effectiveness of such an approach. We chose to focus on a critical concern in our area–effective teachers for urban schools. Other teacher education institutions could emulate or modify our methods and utilize the structure, content, and processes to focus on needs in their areas–rural teachers, suburban teachers, teachers of immigrant children, early childhood teachers–and perhaps by not being all things to all people be more effective.

Those who choose to continue preparing teachers for all of the nation's schools can adapt important aspects of this program, particularly its processes for involving representative groups of educators in program development, locating large parts of the program in professional development schools, involving prospective teachers in early tutoring and school analysis projects, and relying on assessment to change the program.

5. We have chosen to submit a comprehensive teacher education program for this award, but components of it can be replicated without additional resources. Several of these could be candidates for distinguished programs themselves. For example, the early entry program option, providing a unified preparation-work opportunity for persons who need to work while completing

teacher preparation, has been lauded for its potential. The internship program provides an option for graduate students to engage in paid internships rather than unpaid student teaching. Implementing portfolios as part of authentic assessment can be included with no additional resources.

Developing educational programs tailored to the needs of urban America is an ambitious undertaking, and one that cannot be accomplished in a single year or by a single entity. However, the institutions that are collaborating on this proposal and the individuals in these universities, school districts, and education support centers are dedicated to collaboratively achieving the goal.

1994-1995 Year-End Report
HOUSTON CONSORTIUM OF URBAN PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTERS

The Mission of the Houston Consortium of Urban Professional Development and Technology Centers is to:

> Develop and implement highly effective school-based, technology-intensive teacher preparation programs that will increase achievement of urban students.

Houston area school districts, universities, and educational support agencies formed the Houston Consortium of Urban Development and Technology Centers to fashion teacher education programs responsive to the unique needs of urban populations.

- **Houston Independent School District** (HISD)
- **Spring Branch Independent School District** (SBISD)
- **Alief Independent School District** (AISD)
- **Houston Baptist University** (HBU)
- **Texas Southern University** (TSU)
- **University of Houston** (UH)
- **University of St. Thomas** (UST)
- **Region IV Education Service Center** (ESC)
- **Harris County Department of Education** (HCDE)

The Consortium includes four major Houston area universities that certify teachers, three large school districts that collectively educate more than a quarter of a million students, and two educational support centers. In the first year, the Consortium included eight professional development and technology schools (PDTSs)—seven elementary schools and one middle school. Eight new PDTSs were added during the second year—five elementary schools, two middle schools, and one high school. These PDTSs represent authentic urban settings, allowing us to demonstrate and test the professional development and technology center concept where it is needed most.

This report is part of a two-part summary of the project. In this report, activities and accomplishments from this year are reported, and in some cases put into historical perspective. The Strategic Plan outlines goals and activities projected for the third year of the project, with outcomes specified as benchmarks. Both reports are organized around the five areas and related questions posed by Texas Education Agency staff. These are framed and shaded to provide better formated reports.

I. PROGRAM ASSESSMENT FOR CONTINUOUS IMPROVEMENT

I.1 How were each of the following underlined components internally and externally evaluated (assessment methods) this year, and how do those assessments fit into the overall evaluation design of your program?
teacher outcomes, student outcomes,
program content, delivery systems.

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Two sets of program evaluations were conducted at the end of the first project year and again at the end of the second project year. The results of these studies were used to plan future activities.

Internal Evaluation. Internal evaluations were completed by the Region IV Education Service Center through a survey which was designed to elicit perceptions of those persons involved in the program concerning its effectiveness. Four areas were included in the survey: technology, collaboration, restructuring, and professional development. Findings from the evaluation have been useful in modifying programs.

External Evaluation. The external evaluations consisted of a series of site visits by our external evaluator, Dr. Paul Liberty, Southwest Educational Laboratory in Austin. Dr. Liberty visited each of the PDTSs, the four universities, Harris County Department of Education, and Region IV ESC in April 1994. In April 1995, he again visited the PDTSs and other institutions. The external evaluation was organized around the six goals in our Strategic Plan for 1994-1995, as described in both our first- and second-year proposals. These six goals were related to improving teacher education, with particular emphasis on urban school populations and their unique characteristics, including culture, mobility, and language diversity. The six major goals of this project are:

1. Test innovative approaches in teacher preparation for urban schools using a professional development school model.

2. Organize eight professional development schools in three school districts linked to both private and public universities, Region IV ESC and Harris County Department of Education.

3. Develop teacher education materials using technology appropriate for teachers who will serve urban populations. Facilitate exchange of technology among sites.

4. Demonstrate the efficacy of shared governance and program development.

5. Implement staff development programs that improve the effectiveness of professional development and technology schools and teacher education programs.

6. Organize a telecommunication protocol that links institutions in the consortium with prospective teachers.

Major changes have occurred in the assessment of our teacher education programs. These are summarized below.

Teacher Outcomes. The assessment of preservice teachers in the Consortium begins with an application process and continues throughout the teacher preparation program with benchmarks at three critical points in the program: 1. Admission to Program, 2. Admission to Student Teaching, and 3. Completion of Program. Exhibit 1 contrasts the characteristics that distinguish assessments of teacher outcomes prior to CPDT and after implementation of CPDT. All of these have been explored this year, with products as well as processes in place. During 1995-1996, these will be further refined.

Exhibit 1: Contrasts Between Assessment of Prospective Teachers Prior to and in the Centers Program

Prior to CPDT	CPDT Program
Success judged only by performance in classes	Performance in teaching roles used to judge success
Letter grades as the only means used to report quality of work	Authentic assessments, including portfolios and work with P-12 students used to determine the success of the individual
Field experiences evaluated by checklist of activities completed	Assessment of performances completed via multiple data sources evaluated by multiple evaluators
Traditional student teaching rating forms only	Portfolios included.
Traditional categories on student teaching evaluation instruments, including dress and punctuality	Categories based on teaching proficiencies
Student logs listing experiences	Reflective journals
University teacher educator responsible for assessment and grades	Classroom teaching and university teacher educator jointly responsible for assessment and grades
Multicultural contexts not emphasized in assessing student teaching performance	Cultural contexts and individual differences included in performance assessment
No systematic or organized interaction among universities related to assessment	Consortium-wide work groups related to assessment and portfolios

Portfolios. Authentic assessment is a major shift in evaluating the competence of prospective teachers. The major strategy in this process is portfolio assessment. Candidate's progress is evaluated at three major points or benchmarks in their preparation program. These points are:

1. **Admission to Teacher Education** (experiences and background related to qualifications for entering a teacher education program).

2. **Completion of Initial Preparation Program** (candidates for full-time student teaching and internship demonstrate they have the requisite skills).

3. **Completion of Teacher Preparation Program** (demonstration of requisite skills through student teaching that the candidate is ready for the first job as a teacher).

An initial design for a portfolio system based on the state-adopted proficiencies has been developed by a Consortium-wide committee and is described in Exhibit 2.

Exhibit 2: Portfolio Design, Program Completion

1. KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

Activities	Evidence in Portfolio
Become familiar with ExCET objectives and examples of questions; study and complete activities that enhance knowledge related to ExCET objectives.	Documents related to development of understanding of ExCET objectives
Complete ExCET Examination	Passing score on ExCET
Teach two lessons using multimedia technology. What went well? What could have gone better?	Multimedia software for lessons. Analysis of instruction.
Use internet for instruction	Evidence of a lesson or unit plan utilizing the internet for instruction.
Knowledge of computer use and instructional applications.	Evidence of computer competence.
Develop HyperCard stack instructional sequence for a lesson you have taught, test with students who did poorly on the lesson, and assess results.	Floppy disk and hard copy containing an original HyperCard stack designed to re-teach a concept you had previously introduced. Analysis of results.
Analyze the content and types of questions asked on the TAAS for a relevant grade level.	Include TAAS development in one of the lessons and units developed.

2. INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

Activities	Evidence in Portfolio
Ask students to report on external forces that make learning difficult for them. Analyze interviews and make at least two changes to your instruction based on findings.	Report of interviews, changes made in instruction as a result, and results of changes.
Use portfolio assessment for evaluating students in at least one unit.	Student portfolio files.

Portfolio: 2. Instruction, continued

Activities	Evidence in Portfolio
Plan, implement, and assess a lesson based on principles of intrinsic motivation that you believe was highly motivating for students.	Lesson design, rationale, and assessment of a lesson that was highly motivating.
Develop at least 3 unit plans that include critical thinking, and assess their effectiveness in terms of student achievement and attitude.	Three unit plans, with at least one taught and evaluated in terms of student change.
Grade student work in lessons and units.	Evidence that you can implement a fair and accurate grading procedure.

3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

Activities	Evidence in Portfolio
Conduct a short ethnography study of the apartment life of school students. How does apartment life affect school learning?	Report of ethnography study.
Develop at least two individual educational experiences for two students based on your knowledge of student developmental landmarks, various instructional models, and student individual differences.	Lesson designs, rationale for their structure and processes, and assessment of effectiveness.
Attend a school board meeting. Analyze the content of the discussion based on the needs of students in your school.	Report showing date and substance of school board meeting.
What are the legal rights of students while in school? Of teachers? What are responsibilities of teachers with respect to student rights?	Report on findings Passing ExCET.

4. COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

Activities	Evidence in Portfolio
Videotape at least two lessons. How would you improve on your non-verbal communication?	Videotapes of lessons. Report on analysis of non-verbal communication and ways to improve it.
Prepare and deliver a 5-15 minute lecture that is appropriate to students' interests, age, and knowledge. Videotape the presentation and analyze results.	Lecture notes, analysis of videotape of lecture based on criteria for presentations. Videotape of presentation.

Portfolio: 4. Communication, continued

Prepare at least 5 handouts for students, use them in teaching, analyze them in terms of clarity, and revise them.	Handouts, their analysis, and revisions.
Prepare a sample letter to parents. Ask an experienced teacher to read it over.	Draft letter to parents Analysis of letter.
Attend at least one parent conference. What seems to be critical features of effective conferences? If possible, conduct a parent conference. Describe what you believe you did well and what could be improved upon.	Interview protocol completed prior to experience, description and analysis of interview.

5. PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

Activities	Evidence in Portfolio
Analyses of professional development at two stages during student teaching or internship, with professional growth plan to improve weaknesses and emphasize strengths.	Student teaching or internship assessment instruments based on program goals (see attachment A for two examples). Feedback from school-based and university-based teacher educators on assessment.
Complete and organize mid-experience portfolio.	Portfolio organized and defended to portfolio team of school and university teacher educators.
Complete and organize final portfolio.	Portfolio organized and defended to portfolio team of school and university teacher educators.
Analyze TTAS for its teacher assessment content. How do teachers measure whether or not a lesson is effective? Invite a TTAS observer to assess at least one of your lessons using TTAS criteria. What went well and what could be improved?	Evidence of knowledge of TTAS and its implications for teaching. TTAS assessment of at least one lesson.
Include brief autobiography: what experiences brought you to teaching? This will have been previously completed, but included here as part of internship.	Autobiography
Revise and update your personal philosophy of teaching; included here although it was previously completed.	Copy of personal philosophy of teaching.
Prior to final portfolio conference, prepare a list of areas you will continue to work on in the following years.	Listing of areas to work on during he coming few years.

Portfolio: 4. Communication, continued

Activities	Evidence in Portfolio
Basic information for certification and graduation completed.	Transcript of university credits, degree plan or deficiency plan.
Think about future directions and career goals. Prepare career center applications.	Teaching contexts, locations, age students, career aspirations.

Program Content. The effectiveness of the program is now being assessed in different ways than previously. First and foremost, its success is judged in terms of how effective the program is in developing the desired outcomes for practicing teachers. Exhibit 3 identifies the differences in assessing the content of the developing teacher education program.

Exhibit 3: Contrasts Between Assessment of Prospective Teachers Prior to and in the Centers Program

Prior to CPDT	CPDT
Success based on mastery of traditional content	Success based on demonstration of research and best-practices in PK-12 schools
Assessments structured around individual courses	Assessments cumulative across courses and integrated in program
Informal feedback by teachers on adequacy of program content	Systematic feedback from all persons working in program to collaboratively revise the program
Assessment and revision of program content responsibility of university and its faculty	Assessment and revision of program content is a collaborative decision of center partners
Content of courses and program reviewed only by university faculty	Policy Council reviews program data and proposed modifications

These areas were included in the interviews by the external evaluator who interviewed persons in the schools as well as universities, ESC, and HCDE.

Student Outcomes. The Consortium with its four major Houston area universities collectively educates more than a quarter of a million students within three large urban school districts. During 1994-1995, students in 16 PDTSs—12 elementary schools, 3 middle schools, and 1 high school—were involved in the program. When student learning became a shared responsibility between the universities and the schools, a major shift occurred in the teacher preparation program. . Exhibit 4 contrasts two reflections of this change in mission.

Exhibit 4: Contrasts Between Assessment of PK-12 Students Outcomes Prior to and in the Centers Program

Prior to CPDT	CPDT
PK-12 student achievement not considered in content or processes of preparation program	State and school assessment scores of PK-12 students considered in preparation program design and school selection
Teacher preparation program not responsible for PK-12 student achievement	Teacher preparation program integrated in PDTSs to facilitate increased PK-12 student achievement

Delivery System The delivery system for the CPDT program has been evaluated in terms of its effect upon prospective teachers' progress and competence. The changes in the assessment of program delivery are summarized in Exhibit 5.

Exhibit 5: Contrasts Between Assessment of Program Delivery Systems Prior to and in the Centers Program

Prior to CPDT	CPDT
Collecting data on individual instructor's performance	Utilizing data from multiple aspects of the learning environment
Decisions made by university administration	Decisions made collaboratively
Evaluation conducted by university students and professors	Evaluation conducted collaboratively by schools, university students, and professors

I.2 How were the various stakeholders and participants (teachers, professors, principals, ESC, business, etc.) involved this year in the assessment process (assessment collaboration) of each of the above underlined components?

Both the internal and external evaluations involved data input from a wide range of stakeholders. In the internal study, 74 persons completed and returned the survey to Region IV, including classroom teachers in PDTSs involved directly in the project, classroom teachers in the PDTS who were not directly involved in the project, members of the Policy Council, University teacher educators, PDTS principals, and preservice teachers.

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The external evaluation in April 1994 and again in 1995 each involved site visits to all institutions in the Consortium and interviews with at least 160 persons, including approximately 75 teachers, 60 students, 12 principals, and the 4 co-directors.

These results were discussed by the Policy Council, which is composed of approximately 45 persons, including 32 principals and teachers from PDTSs, 3 school district representatives, 8 university faculty, and 2 persons from Region IV and HCDE.

The Steering Committee, composed of university co-directors, representatives of Harris County Department of Education, Region 4, and school districts, discussed the outcomes of studies in regular meetings, including those sessions in which planning for second- and third-year projects occurred. The quarter-time school-based teacher educators assigned to each PDTS explored the implications of these studies for their roles in schools at their monthly staff development meetings.

During the initial planning process, the Consortium adopted a set of 15 outcomes for graduates of the program. More than 200 Houston-area educators participated in the development of these outcomes. The IBM system, "Team Focus" was used to distinguish outcomes for different teaching assignments (e.g., elementary fifth grade teacher; middle school mathematics teacher; high school English teacher). Teams of 12-15 teachers and university specialists participated in each of these activities.

During the past two years, the 15 outcomes have been expanded and modified by each university for its own program. This process has drawn heavily on the PDTSs in their center. Further, each has a Teacher Center or council that is composed of teachers, administrators, and community representatives that discuss and approve each aspect of the program.

1.3 How were state adopted performance indicators (ASEP, TASP, ExCET, TAAS) used in the evaluation process.

TAAS and ExCET scores were collected and used as part of the evaluation process.

TAAS Scores for PDTSs. TAAS scores for each of the PDTSs are listed in Exhibits 6 and 7. Scores for the eight PDTSs who had been in the program were part of a study, summarized below.

Study of TAAS Scores. A study of TAAS scores in the eight second-year PDTSs was conducted in February 1995 to determine if any implications of membership could be drawn. Exhibit 6 includes the scores for 1993 with those for 1994. The 1993 test was administered before the PDTS was organized while the 1994 test was administered in April of the first year as a PDTS. Data on the eight schools are included in this report. It should be noted that the TAAS data reflects changes during the first year of the project. At the time of the writing of this report, the 1995 data that were needed to assess progress during the second year, were not available.

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Exhibit 6: Percentage of TAAS Passing Scores for Fourth and Eighth Graders in 1993 and 1994

School	Mathematics			Reading			Writing		
	1993	1994	Change	1993	1994	Change	1993	1994	Change
	(percent passing)			(percent passing)			(percent passing)		
Kennedy	74.4	78.6	4.6	78.2	85.9	7.7	100.0	93.2	(6.8)
Cage	7.9	55.9	48.0	20.8	81.4	60.6	63.6	79.7	14.1
Milam	4.2	30.8	26.6	43.5	60.9	17.4	76.9	96.0	19.1
Woodview	56.0	72.0	16.0	58.0	95.0	37.0	82.0	87.0	5.0
Valley Oaks	69.0	80.0	11.0	72.2	93.0	20.8	94.0	100.0	6.0
Westwood	77.0	71.0	(6.0)	75.0	85.0	10.0	71.0	83.0	12.0
Lockhart	39.3	37.5	(1.8)	53.4	68.1	14.7	84.7	81.9	(2.8)
Hamilton MS	28.0	49.0	21.0	49.0	69.0	20.0	54.0	52.0	(2.0)

Findings and Conclusions of the Study

1. Significant positive changes in student achievement occurred during the first year in which these eight schools served as professional development schools. Of the 24 comparisons (3 tests each for the 8 PDTSs), 5 scores decreased while 19 increased. Increases also were greater (up from 4.6 to 60.6 percent) than decreases (down from 1.8 to 6.8 percent). Clearly schools made significant progress in the year.

2. A causal relationship between being a PDTS and increased student achievement would be misleading. We cannot conclude that these positive changes can be attributed to becoming a PDTS. Campus initiatives that include aligning curriculum with test objectives, for example, may have had a greater impact on the scores.

3. Several factors related to being a PDTS may have had some effect on the achievement gains, however. A larger number of adults were involved in instruction as pre-interns and interns began working in the schools. The student-adult ratio was thus lowered, providing greater access by each child to adult mentoring, support, and instruction. Teachers had opportunities to engage in professional development related to teaching in urban schools and use of technology. School leaders were engaged in a network in which personnel from schools, regional service centers, and universities had opportunities to solve problems and share ideas. Each school had about $14,000 in technology that stimulated some teachers to try new ideas. Being part of a new movement, selected after making competitive applications to be PDTSs, and the Hawthorne effect of change all were factors that may have influenced achievement.

4. A larger data base and longer time for exploring the issue of student achievement change and PDTS will be explored in the coming years.

The Houston Consortium added eight new PDTSs in the fall, 1994. Below is a description of their baseline data which reports scores prior to becoming PDTSs. Their TAAS scores for the 1994 period are included in Exhibit 7.

Exhibit 7: TAAS Scores for Eight New PDTSs in 1994
(Elementary Schools-Grade 4 Middle Schools-Grade 8 High School -Exit)

School	Mathematics	Reading	Writing
	1994	1994	1994
Chancellor	53.6	73.8	90.0
Lantrip	34.0	58.0	69.0
Martin	63.0	81.0	85.0
Sherwood	77.0	94.0	97.0
Sneed	37.5	70.4	82.8
Holub MS	64.7	83.7	73.4
Thomas MS	27.3	43.1	25.0
Yates HS	22.0	51.0	68.0

ExCET Scores for University Graduates. ExCET scores for each of the four universities are found in Exhibit 8, pages 12-15 . Not only are scores such as the elementary comprehensive displayed, but also the specialty areas so that we can determine weaknesses in specific areas and work with arts and sciences university faculty to strengthen preparation in these areas.

Inspection of information in Exhibit 8 indicates that CPDT students were more likely to pass ExCET tests than their colleagues in traditional programs. This might be attributed to the increased realism of a school-based program or to the smaller number of candidates and the fact that many had volunteered for an experimental program.

The arts and sciences faculty of Houston Baptist University examined ExCET scores and made changes in their courses on the basis of ExCET objectives and outcomes.

1.4 What were the various assessment techniques used beyond state indicators to assess each of the four underlined components above?

Teacher Outcomes. In addition to state indicators, many types of authentic assessments have been used, including:

- development of technology portfolios
- use of peer review process
- use of observation instruments
- conferencing/interviewing
- video taping
- mentor /school based teacher review
- reflective journals

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Exhibit 8: ExCET Results, Houston Consortium Universities 1994-1995 (June, 1994; July, 1994; October, 1994; February 1995)

ExCET Test	# Tested / # Passed	Houston Baptist University		University of St. Thomas		Texas Southern University		University of Houston		Total Houston Consortium		% Passing Houston Consortium	
		CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.
PROFESSIONAL DEVELOPMENT, COMPREHENSIVE EXAMINATIONS													
Professional Development (Elem)	# Tested		44	5	19	14	129	44	123	49	315		
	# Passed		40	4	19		62	41	116	45	237	92	75
Professional Development (Sec)	# Tested		19		21	2	74	1	58	1	172		
	# Passed		19		21		35	1	53	1	128	100	74
Elementary Comprehensive	# Tested		37	3	1	14	69	41	106	44	213		
	# Passed		36	3	1		38	41	106	44	181	100	85
Texas Oral Proficiency Test	# Tested												
	# Passed												
ELEMENTARY CERTIFICATION													
Bilingual Education (Elementary)	# Tested		5	1	5	2	32		10	1	52		
	# Passed		5	1	5		19		8	1	37	100	71
Early Childhood (Elementary)	# Tested		18	2	1	2	37	10	24	12	81		
	# Passed		15	2	1		9	9	21	11	47	92	58
Generic Special Education	# Tested		4				25				29		
	# Passed		3				15				18		62
SECONDARY CERTIFICATION													
Art (Secondary)	# Tested												
	# Passed												
Basic Business (Secondary)	# Tested					1	3		3		6		
	# Passed						2		1		3		50
Biology (Secondary)	# Tested		1			1	21		4		26		
	# Passed		1				5		4		10		38

SECONDARY CERTIFICATION, Continued

ExCET Test	# Tested / # Passed	Houston Baptist University		University of St. Thomas		Texas Southern University		University of Houston		Total Houston Consortium		% Passing Houston Consortium	
		CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.
Business Administration (Secondary)	# Tested						6				6		
	# Passed						6				6		100
Business Composite (Secondary)	# Tested								2		2		
	# Passed								1		1		50
Business Secretarial (Secondary)	# Tested												
	# Passed												
Chemistry (Secondary)	# Tested				1		1		1		3		
	# Passed				1		0		1		2		67
Computer Information Systems (Secondary)	# Tested						1		3		3		
	# Passed						1		1		1		33
Dance (Secondary)	# Tested								2		2		
	# Passed								2		2		100
Earth Science (Secondary)	# Tested						2				2		
	# Passed						2				2		100
Economics (Secondary)	# Tested												
	# Passed												
English (Secondary)	# Tested		9		7		5		11		32		
	# Passed		9		7		1		9		26		81
French (Secondary)	# Tested		1								1		
	# Passed		1								1		100
German (Secondary)	# Tested								1		1		
	# Passed								1		1		100
Geography (Secondary)	# Tested												
	# Passed												
Government (Secondary)	# Tested		2		1				1		4		
	# Passed		2		0				1		3		75
Health Education (Secondary)	# Tested						1		3		4		
	# Passed						1		1		2		50

SECONDARY CERTIFICATION, Continued

ExCET Test	# Tested # Passed	Houston Baptist University		University of St. Thomas		Texas Southern University		University of Houston		Total Houston Consortium		% Passing Houston Consortium	
		CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.
History (Secondary)	# Tested # Passed		12 10		1 1		6 3		8 5		27 19		70
Industrial Technology (Secondary)	# Tested # Passed						2 2				2 2		100
Information Processing (Secondary)	# Tested # Passed												
Journalism (Secondary)	# Tested # Passed				1 1				1 1		2 2		100
Latin (Secondary)	# Tested # Passed												
Life/Earth Science (Secondary)	# Tested # Passed				1 1		4 1		2 2		7 4		57
Marketing Education (Secondary)	# Tested # Passed												
Mathematics (Secondary)	# Tested # Passed		5 3		4 4		15 6				24 13		54
Music (Secondary)	# Tested # Passed												
Physical Education (Secondary)	# Tested # Passed		1 1		2 2		3 2		5 5		11 10		91
Physical Science (Secondary)	# Tested # Passed				1 1				1 1		2 2		100
Physics (Secondary)	# Tested # Passed				1 1						1 1		100
Psychology (Secondary)	# Tested # Passed		4 3		1 1				2 2		6 5		83
Reading (Secondary)	# Tested # Passed		1 1		1 1		1 0		2 2		5 4		80

SECONDARY CERTIFICATION, Continued

ExCET Test	# Tested / # Passed	Houston Baptist University		University of St. Thomas		Texas Southern University		University of Houston		Total Houston Consortium		% Passing Houston Consortium	
		CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.	CPDT	Univ.
Science Composite (Secondary)	# Tested				1		3		3		7		
	# Passed				1		2		2		5		71
Social Studies Composite (Secondary)	# Tested								6		6		
	# Passed								6		6		100
Sociology (Secondary)	# Tested		2						1		3		
	# Passed		2						1		3		100
Spanish (Secondary)	# Tested		1		1		2		1		5		
	# Passed		1		1		2		1		5		100
Speech Communication (Secondary)	# Tested		6				1		1		8		
	# Passed		3				0		1		4		50
Theatre Arts (Secondary)	# Tested								1		1		
	# Passed								1		1		100

ALL LEVEL CERTIFICATION

Art (All-Level)	# Tested		3				3		5		11		
	# Passed		3				1		5		9		82
Music (All-Level)	# Tested		2		2		1		3		8		
	# Passed		2		2		0		2		6		75
Physical Education (All-Level)	# Tested						24		5		29		
	# Passed						9		4		13		45

ENDORSEMENTS

English as a Second Language	# Tested		4				6				10		
	# Passed		4				1				5		50
Severely Emotionally Disturbed and Autistic	# Tested												
	# Passed												
Reading Specialist	# Tested												
	# Passed												
Special Education-Speech and Language Therapy	# Tested						3				3		
	# Passed						1				1		33

Program Outcomes. Beyond state indicators, several types of assessments were used to evaluate program outcomes. Types of assessments used included both formal and informal surveys, small group discussions of content, student assessments of courses, quality of reflective journals, and evaluations of student teachers. Many groups were involved in this process, including university faculty, university students, Consortium Policy Council, Teacher Centers, teacher advisory committees, interdisciplinary faculty committees, and university advisory boards.

Student Outcomes. In addition to state indicators, several types of evaluation were used to assess student outcomes. These varied among school districts and include such items as teacher-made tests, norm referenced tests, student projects, teacher observations, portfolio assessments, narrative report cards, rubrics/benchmarks to assess personal growth, holistic assessments, research projects, multiple intelligence projects, district criterion-referenced tests, and technology based research and presentations.

Delivery Systems. The assessment techniques used to collect data for teacher assessment and student assessment were employed for assessing the delivery systems.

1.5 How were the data gathered used for program design and improvement , and to ensure quality and equity (assessment usage) this year?

Each of the pilot programs was assessed by the students enrolled and the school and university faculty involved. Data on ExCET results were analyzed. These were assessed by collaborative teams of teachers and university faculty in university-program groups, the Policy Council, and individual instructors considering the effectiveness of their own courses. Assessment usage from the data gathered determined the type of services delivered to the PDTSs.

Program design teams drew upon information available to them as they developed the various parts of the program. These teams included teachers and school administrators, SBTEs, university faculty and staff, and experts from the area.

I.6 How the areas of need that are listed in the campus improvement plans (e.g., TAAS, dropout rate, retention rate) reflected in the evaluation to indicate how your efforts as a center are helping meet those needs?

As previously noted, the Consortium uses the TAAS scores as a sources of data to evaluate CPDT programs. The improvement of TAAS scores and the implementation of technology are included in most campus improvement plans. PDTSs listed several needs in their campus improvement plans, including increased sophistication and use of technology, telecommuiations, and improvement of TAAS scores. University faculty have provided inservice education to help meet these needs, included this in their courses, and worked with prospective teachers to make them more sensitive to student needs.

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II. PROGRAM CONCEPTUALIZATION/DEVELOPMENT

II.1 In what ways have the various stakeholders (schools, ESC, Business, etc.) in the collaborative provided input into the program design and development?

Developing educational programs tailored to the needs of urban America is an ambitious undertaking, and one that cannot be accomplished in a single year or by a single entity. However, the institutions that are collaborating on this proposal and the individuals in these universities, school districts and education support centers are dedicated to achieving the goal.

During 1992-93, more than 200 persons in our Consortium considered the nature of an effective urban teacher education program. There was considerable unanimity among the more than eleven groups that explored and agreed upon characteristics. The Consortium Policy Council reviewed these carefully, made minor modifications, and adopted them on April 23, 1993. These continue to guide our project and program development. They are listed as Exhibit 9.

Exhibit 9: Characteristics of Programs in Houston Consortium

School-based, Learner Centered. *Professional development and technology schools provide the authentic settings for preservice teachers to learn to teach urban children and youth more effectively.*

Outcomes Focused. *Progress through and completion of the program by preservice teachers is based on demonstration of outcomes considered important to improved urban education.*

Rich in the Use of Technology. *Technology is used in the program of teacher preparation and in the professional development and technology schools for management, instruction, and communication.*

Cooperative Learning. *Cooperation and collaboration are major concepts that guide the program.*

Identification with Cultural Diversity. *The program is designed to develop understanding and regard for cultural and economic diversity, as well as diversity of abilities (e.g., special education and gifted and talented).*

Reflective, Investigative. *The program promotes and utilizes reflection upon and analysis of contexts, actions, and outcomes so students understand and improve the educational process. Everyone—university professors, teachers, and prospective teachers—consider themselves active learners.*

Active Learning. *The program facilitates learning by engaging prospective teachers in exploring, experiencing, and applying theoretical constructs to field-based experiences.*

Broad Range of Teaching Practices. *Preservice teachers experience and learn to use current best teaching practices and strategies.*

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Strong Liberal Studies Background. *A rich and broad liberal education, complemented by strong academic preparation in the teaching fields, is expected of all preservice teachers.*

Authentic Assessment. *Portfolio assessments are used to evaluate a broad range of abilities. Prospective teachers are expected to maintain a portfolio of their accomplishments both as a demonstration of progress and as an employment aid.*

The Houston Consortium uses a number of formal and informal structures to secure relevant input in the design process. These include the Policy Council, restructuring teams, task forces, study groups, school-based teacher educators, and university and school faculty. The varied experiences of participants provide perspectives that lead to more effective programs. The various groups of participants have reacted to surveys, been interviewed as part of project assessments, and provided information on strengths and weaknesses of the progarm. Task forces and study groups generally reflect persons with a range of backgrounds and perspectives. Dozens of such groups were engaged in design efforts and hundreds in professional development experiences during the past year.

II.2 How is the comprehensiveness of the field-based program evident (length of time, number of courses, range of activities), and what has been done this year to expand / improve on it?

A major change in the activities of the Consortium is in the comprehensiveness and integrity of experiences in schools. Prior to CPDT, field experiences usually were limited to the 45-clock hour state requirement. They were also primarily observational in nature. Schools were randomly selected based on student preference and were not representative of an invested relationship between the university and the school. Furthermore, the field experience was characterized by a minimal use of instructional technologies. With the inception of CPDT, field experiences have changed dramatically with courses being taught in schools, preservice teachers assuming selected duties and responsibilities of teachers, and communication using The Internet and other technologies opening up a wealth of opportunities. The redesigned field experiences reflect the educational principles shown in Exhibit 9.

Some universities in the Consortium have programs designed to be completed within a year of admission to the teacher education program while others require one-and-one-half to two years. Three of the universities operate on a semester plan, while one is on the quarter system. Two of the universities are public and two are private. Funding sources also vary. The four institutions have different missions, needs, schedules, and student enrollments. Despite these differences, all are committed to the basic tenets presented in our original proposal and all are working together to improve the preparation of teachers in the greater Houston area.

The transition period to a CPDT requires dual-track programs. The proposed third year funding provides resources needed to assure that the new CPDT has adequate resources when two or more tracks are being implemented.

Exhibit 10 specifies the number of prospective teachers in CPDT and traditional programs for the two pilot years. The Strategic Plan identifies the numbers to be involved in the first implementation year and projects enrollments for the following two years. The primary purposes for this year were to develop programs and increase the commitment and understanding of university and school faculties to shift the direction toward school-based programs. The numbers of students in pilot programs are necessarily smaller than for broader implementation.

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Exhibit 10: Number of Students Entering School-Based Programs and Traditional Programs

University	1993-94		1994-95	
	Traditional	CPDT	Traditional	CPDT
Houston Baptist University	85	5	72	9
Texas Southern University	83	17	77	26
University of Houston	446	23	269	198
University of St. Thomas	85	35	82	29
TOTALS	699	80	500	262

During 1993-1994 and 1994-1995, small numbers of prospective teachers were enrolled in CPDT pilot programs. Beginning in the fall, 1995, all entering day students will be admitted into CPDT programs; however, those previously admitted to the traditional programs will be permitted to complete their programs. By the fall, 1997, only a few students will still be enrolled in the traditional programs.

II.3 How has current research as delineated in (a)(3)(A)-(D) informed the improvement and further development of the program and the Pk-12 schools for this year?

The program characteristics as delineated in Section II.1 were based on comprehensive understanding of research in learning theory, professional development, and adult education. These have guided the design of programs and delivery systems. Active Learning, for example, has been a hallmark of field-based experiences as preservice teachers assumed greater instructional responsibilities in schools—they work as teachers and teacher aides rather than simply observe. Computer training of teachers in PDTSs has involved hands-on use of computers rather than passive observation. Consortium inservice activities encourage classroom teachers to provide more active learning experiences for their students. Appendix A identifies the research base for the set of 15 prospective teacher outcomes, with the outcome for classroom management used as an example of the more extensive specifications and research base in the system.

As a result of these activities, teachers have made changes in their teaching styles and experiences, including increased use of instructional technology. For example, students are using telecommunications to learn to write and to learn about children in other parts of the country and world. Teachers have implemented active learning through their use of hands-on science activities and mathematics manipulatives.

Authentic assessment also has generally replaced more traditional modes of evaluation, as all CPDT students develop portfolios to demonstrate progress toward becoming effective teachers. Responses to question I.1 specify the wide range of authentic assessments used in the programs.

The faculty of Texas Southern University has engaged in extensive explorations of the research on multiple intelligences, and has incorporated this research in their program. The University of St. Thomas has utilized research concepts of bilingual education in their program. Houston Baptist University has added a pre-professional component to their program based on

research in human development. The University of Houston has focused its efforts on synthesizing a research agenda for the program.

II.4 In what ways did the development of policies and practices for restructuring focus on outcomes for university students and school teachers (discuss (b) (9) (A-D) this year?

During its initial developmental years, the Houston Consortium identified 15 outcomes that were related to research and effective practice, and emerged from numerous meetings in which over 200 educators participated. Appendix A includes more information on the development of these outcomes and the authentic assessments that support each. Exhibit 11 includes a list of initial outcomes for prospective teachers.

Exhibit 11: Listing of Prospective Teacher Outcomes That Formed the Basis for Program Development

After having completed the professional program, the beginning teacher will master the following outcomes:

1. ***CLASSROOM MANAGEMENT*** Plan for, establish, and maintain a classroom environment that facilitates learning, reflective inquiry, and fosters mutual respect.

2. ***ASSESSMENT*** Use a variety of methods to assess student learning and progress, to assess lesson planning and delivery, and to communicate the necessary information to students, administrators, and parents.

3. ***TECHNOLOGY*** Use appropriate technology in the classroom for instruction, management, and communication.

4. ***INSTRUCTIONAL STRATEGIES - REFLECTIVE THINKING*** Employ strategies that encourage reflective inquiry, critical thinking, and problem solving.

5. ***INSTRUCTIONAL STRATEGIES - MOTIVATION*** Employ strategies that create a climate in which students are encouraged to take responsibility for their own learning.

6. ***INSTRUCTIONAL STRATEGIES - VARIED INSTRUCTION*** Incorporate a variety of appropriate and effective instructional strategies in a cohesive, rich, and varied learning environment.

7. ***PROFESSIONAL DEVELOPMENT*** Engage in professional development activities to analyze and improve her/his own teaching experiences.

8. ***INTERPERSONAL SKILLS*** Demonstrate interpersonal skills necessary to communicate effectively with all students, parents, other professionals and community members, and to engage in shared decision-making.

9. ***ORAL/WRITTEN SKILLS*** Communicate professionally, using proper oral and written skills, with parents, students, and others, and serve as an effective role model for students.

10. ***KNOWLEDGE OF SUBJECT MATTER*** Demonstrate a substantial knowledge of the subject matter being taught, use appropriate strategies to teach the subject, and be confident enough to learn with the students.

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11. ***LEARNER, GROWTH, AND DEVELOPMENT*** Employ knowledge of the physical, emotional, and intellectual development of students, as well the cultural factors that affect learning.

12. ***ETHICS / LAW*** Demonstrate ethical behavior in all aspects of the profession, function within the legal framework, and serve as a role model for students.

13. ***MULTICULTURAL*** Demonstrate interactional and instructional competence within and across culturally diverse groups.

14. ***PARENTAL INVOLVEMENT / COMMUNITY INVOLVEMENT*** Involve parents and the community in the education of students.

15. ***INTRAPERSONAL SKILLS*** Recognize the stresses of teaching, cope with them, and maintain emotional, physical, and intellectual health as related to teaching.

During 1994-95, the Houston Consortium continued the development of practices related to the designated outcomes. Some examples are listed below.

The University of St. Thomas continued development by creating a model that integrated the outcomes in the following format: Outcome / Product / Processes / Knowledge.

All field-based courses from the University of Houston embody these outcomes and were approved by the Texas Coordinating Board for Higher Education during 1994-1995, an achievement that required months of work by most of UH's faculty, then approval by departmental academic committees, College of Education Undergraduate Studies Committee, University Undergraduate Council, and the Senior Vice President for Academic Affairs. Discussions then followed with the staff of the Coordinating Board before final approval.

Descriptions of CPDT programs, brochures, university catalog descriptions, and student handouts were designed and utilized this year. These products disseminate information about the outcomes and promote the programs.

Teachers in the 16 PDTSs were afforded opportunities for extensive professional development. These sessions tended to focus on critical aspects of teaching such as expanded knowledge and use of technology, mentoring skills, and improving TAAS scores. Three levels of technical proficiency were specified by education technicians in the project. These were used as the basis for training teachers in PDTSs to use instructional technology. A timeline for staff development was projected, and professional development experiences offered in all 16 PDTSs. Some professional development was individualized, some offered to small groups of teachers in each PDTS, and some offered at central locations. A summer institute provided opportunities for advanced training for 40 teachers.

II.5 How have the evaluation results informed the development and reform of policies and practices for this year?

The results of both the external and internal evaluations were distributed to all members of the Policy Council and the Steering Committee. The use of these findings led to a sharper focus on specific technology professional development sessions, improved communication between universities and schools, and strengthened emphasis on Pk-12 TAAS scores. Additional examples are presented below.

During the fall, the Woodview campus teachers invited HBU prospective teachers to join them for a social event prior to their first day working in the school. The feedback was so positive that the event has been incorporated in other HBU sites.

University of Houston administrators noted that teachers in PDTSs did not feel appreciated nor did their principals feel the college leadership was knowledgeable about their contributions to the program. In response, breakfasts and luncheons were used to express appreciation and to get direct feedback from teachers for program improvement. College administrators visited all PDTSs to discuss the program's evaluation with principals and to modify policies and procedures. Furthermore, it was determined that an orientation was necessary for collaborating school and university faculties.

Expectations of prospective teachers have been refined as a result of assessments that examine outcomes of the program. Feedback from preservice teachers indicated that most major assignments were due near the end of the semester, overloading work at this critical time. Therefore, assignments have been spread out over the entire semester. Course manuals have been written and tested during the year at the University of Houston, and are currently being revised. These manuals communicate precise student expectations and how they relate to program outcomes.

Assignments of some staff were not continued based on feedback, including at least one site coordinator and two school-based teacher educators.

II.6 In what ways has the planned sequence of experiences for this year integrated knowledge with application as noted in (c)(2)(A-E)?

The keys to the success of this program are the professional development and technology schools. During the first year, PDTSs were established in three school districts in the Houston metropolitan area: Houston ISD, Alief ISD, and Spring Branch ISD. Schools were selected to provide the widest array of contexts, including the varied ethnic compositions found in Houston. The eight schools are:

- Cage Elementary School, Houston ISD
- Hamilton Middle School, Houston ISD
- Kennedy Elementary School, Alief ISD
- Lockhart Elementary School, Houston ISD
- Milam Elementary School, Houston ISD
- Valley Oaks Elementary School, Spring Branch ISD
- Westwood Elementary School, Spring Branch ISD
- Woodview Elementary School, Spring Branch ISD

The number of PDTSs was expanded in the fall 1994 to accommodate the number of prospective teachers in the program, with 8 new PDTSs added, making 16 in all. New PDTSs in 1994-1995 include 1 high school, 2 middle schools, and 5 elementary schools.

- Chancellor Elementary School, Alief ISD
- Martin Elementary School, Alief ISD
- Sneed Elementary School, Alief ISD
- Holub Middle School, Alief ISD
- Lantrip Elementary School, Houston ISD
- Albert Thomas Middle School, Houston ISD

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- Jack Yates High School, Houston ISD
- Sherwood Elementary School, Spring Branch ISD

To help ensure the most effective roles for PDTSs, the following actions were taken. Experiences were developed in schools that facilitate the integration of knowledge and application. For example, math methods courses in elementary schools emphasize the use of manipulatives, and preservice teachers have the opportunity to teach students using these manipulatives. Lessons are based on pre-tests of student knowledge to determine specific concepts that need strengthening, thus student outcomes and current knowledge are the basis for lessons, rather than a specific textbook sequence. Use of reflective journals is another example of this integration. All CPDT prospective teachers are expected to maintain a journal, and many then use this concept with Pk-12 students.

One university changed the order of its professional program so prospective teachers complete educational foundations and learning theory prior to classroom management. Another university added an early field experience for Freshmen and Sophomores. The 3-hour course is attracting psychology majors, Christian leadership majors, and arts and science majors as well as Education majors in a preprofessional course. Students work in an elementary or secondary school and explore implications for education. One university restructured an American Schools course to emphasize multicultural education.

Finally, another university is involved in Cities in Schools, an eight-state regional center dedicated to improving schools interactions with their communities and in developing field experiences for preservice teachers. The goal is to include in courses experiences that broaden preservice teachers' understanding of the influence of communities on their students.

The programs in the Houston Consortium have been developed because of strong and continuous input from many persons with varied viewpoints. They have made it possible to structure programs in such ways that the content of teacher preparation can be better learned through school-based experiences.

Shared decision-making has occurred through the myriad meetings of the various task forces and committees, the Consoritum's Policy Council, the university committees in Education and Arts and Science, in school site-based decision-making teams, and the program councils of individual univesities. These various bodies have considered challenges and problems facing the development and implementation of a new teacher preparation program, content of the program as well as its delivery system, use of technology in schools and the Consortium, and the organization of the Consortium itself.

IL7 In what ways has technology been integrated this year into effective teaching practices?

In Year Two, telecommunications continued as the centerpiece of the Consortium's technology efforts. An Internet server, located at the University of Houston, includes 12 phone lines and extensive data for participants to access. Each PDTS has a computer and phone line with modem so that teachers and prospective teachers can communicate electronically. Some classes in PDTSs use the system to communicate with other students across Houston and sometimes across the country or even the world. The telecommunications efforts of the Houston Consortium continue to bring simple and intuitive graphical-user-interface (GUI) Internet tools to members of the Consortium. The following initiatives were supported during the year.

Continued SLIP Server/Accounts. Since the Consortium SLIP server was implemented in Year One of the project, approximately 300 user accounts have been created. Consortium members who are using SLIP to access GUI Internet tools include College of Education faculty in the four participating universities, K-12 teachers in 16 Houston area professional development schools, and a large group of preservice teacher education students. To continue supporting these users, we have developed and released version 1.2 of the Consortium Communications Installer program which adds functionality to the Macintosh SLIP software.

SLIP Quick-Start Sessions. We continue to offer SLIP Quick-Start sessions to familiarize new users with the basics of SLIP connectivity. These sessions offer help with configuration of the MacSLIP software and an introduction to the Eudora and TurboGopher software applications for e-mail and gopher on Macintosh computers.

Support for IBM/Windows Users. During 1995, we completed beta testing of the SLIP software for Windows users and Consortium members can now use Chameleon Sampler software to connect their IBM computers to the Internet. We are also providing copies of such GUI applications as Eudora for Windows, H-Gopher, and Netscape for Windows, plus training in the use of these programs when requested.

Telecomputing Research Study. A telecomputing-related research study was conducted in Year Two by Bernard Robin, Kip Tellez, and Robert Miller. This study investigated two primary levels of Internet connectivity to determine whether access to GUI tools increased the level of use and positive attitudes toward telecomputing technology. In the study, the treatment group received training in the use of GUI tools over a SLIP connection. The comparison group received similar training but had access only to ASCII-based text systems over standard modems and telephone lines. The results of survey data indicated that the GUI group used e-mail more than the ASCII group and also had a more positive attitude toward telecomputing technology. The results of the study were presented at the 1995 meeting of the American Educational Research Association meeting in San Francisco.

Additional PowerBooks with Modems. As continued technology training has taken place with Consortium participants, the need for additional telecomputing-capable computers has become evident. To increase the number of telecomputing-capable computers that Consortium members are able to use, especially at home, twelve additional Macintosh PowerBooks and high-speed modems were purchased and are available for check-out by project participants.

Additional Telecommunications-Related Information On-Line. As part of the continuing work to make telecomputing information available to Consortium participants, a new electronic resource is being developed. By sending an e-mail message to the address, "info@pdts.uh.edu," users will be able to get an automatic e-mail reply which provides information about the project plus pointers to additional on-line resources.

Development of Statewide CPDT Gopher Site. On January 28, 1995, a statewide CPDT meeting was held at the Holiday Inn in New Braunfels, TX. The Technology Subcommittee met to discuss the development of a statewide distribution mechanism for disseminating information to all CPDTs in the state and other parties interested in information technology developments in the field of teacher education. Bernard Robin and Robert Miller continued to inform other CPDT members of the telecomputing initiatives of the Houston Consortium and look for ways that these resources can be adopted by other CPDTs throughout the state.

Following the Technology Subcommittee meeting at New Braunfels, a statewide CPDT Gopher site was implemented on the Houston Consortium server. As information is gathered from the twenty-one centers around the state, it will be added to the gopher site and the site will be

announced. Additionally, TENET will be asked to provide a link to this resource from the TENET Gopher menu.

On-line Storybook Characters Project. During the spring 1995 semester, we began developing the On-line Storybook Characters Project, which allows K-12 students to interact with fictional storybook characters via e-mail and newsgroups. University of Houston faculty and graduate students have begun to post introductory messages from several book characters. Several students in a language arts class have assumed the identities of these characters and are ready to correspond with students.

Some of the newsgroups that Consortium members are being invited to use, such as the On-line Storybook Characters newsgroup, are on the University of Houston news server. As such, they are part of the thousands of newsgroups that the University makes available to Internet account holders. This presents some complications when using newsgroups for instructional purposes. First, the sheer volume of newsgroups can be overwhelming to many novice computer users. Secondly, and more importantly, the content of the newsgroups is extremely varied. Although much of the content of newsgroups is related to educational topics, there are many newsgroups that are definitely not appropriate for a K-12 audience. Therefore, the Consortium is developing a restricted newsfeed that will only provide access to newsgroups that are suitable for all grade levels. The Consortium news site is expected to be in operation during the summer.

Access to the World Wide Web. The World Wide Web, with its multimedia combination of text, graphics, and hypertext links is the fastest growing area of the Internet. Thousands of educationally-relevant Web sites have already been developed worldwide and new ones are appearing daily. With the increased availability of direct and dial-up Internet connections at schools and homes, Consortium participants have expressed interest in both learning to access the many available Web sites and creating their own on-line hypertext documents.

During Year Two, we began a series of World Wide Web workshops where project participants learn to use Netscape Web browsing software to access Web sites from around the world. Participants receive copies of the Netscape software and are given an introduction to html (hypertext mark-up language), the language that is used to create personal Web documents. During the workshop, participants learn the basics of creating html documents.

1995 Summer Institute. Year Two will wind up with another major training initiative for Consortium members. From July 25-27, project participants will be attending a three-day 1995 Curriculum/Technology Connections Summer Institute, where they will view showcase presentations on the integration of technology into the curriculum and participate in hands-on workshops. Telecomputing sessions will include:

- Getting Started with SLIP (Serial Line Internet Protocol)
- An Introduction to Graphical User-Interface Applications for the Internet
- An Introduction to NewsWatcher
- The On-line Storybook Characters Project
- An Introduction to the World Wide Web
- Developing Your Own World Wide Web Home Page

Additionally, the following products were developed to integrate technology with effective teaching practices.

Classroom Management Videotapes. A videotape series of 16 modules designed to build classroom management knowledge and skills has been videotaped and edited into short episodes with written materials that supplement them. Some of the titles of episodes are Establishing and Enforcing Rules, K-3; Employing Logical Consequences, K-3; Resolving

Conflicts, 4-6; Establishing Active Listening, 4-6; Utilizing Effective Communication, 6-8; Using Positive Reinforcement, 6-8; Utilizing Humor, 9-12; and Communicating Empathic Understanding/Empathy, 9-12.

Multicultural Issues Videotape. A video resource with supplemental print materials is intended to enhance teachers' relational and instructional responsiveness to varied diverse student groups. The short videotape shows a teacher reading essays her students have written about themselves. She thinks about each one, their voices, their needs. This is still in production with a mid fall completion schedule, but promises to be a warm insightful examination of ethnic diversity.

PDTS Technology Activities. Students at Consortium schools communicated electronically with university students on selected topics; Hyperstudio stacks for classroom projects and presentations were developed which utilized digital photography skills. The Scholastic On-line Service was used to provide various topics.

Professional Development in Technology. A multi-phased staff development training programwas inplemented, including three phases: Phase I focused on basic computer skills to master use of the Macintosh operating system; Phase II covered applications of ClarisWorks, Hyperstudio, and basic Internet resources; and Phase III addressed curricular integration of technology.

Language Arts Videodisk. An interactive hypermedia-controlled videodisk program was created to allow educators to investigate effective teaching practices in language arts.

Interactive TV. An educational psychology course at the University of Houston used interactive TV, with receive sites at the West Houston and North Houston Institutes as well as on the University campus.

Technology Matrix. A matrix that correlated the International Technology Standards with competencies in the professional development courses. This matrix currently is being tested with course content to determine the extensiveness of technology in other courses.

III. PROGRAM COMMITMENT AND RESOURCES

III.1 How has the Center's commitment to addressing the educational needs of all children, especially those in low-performing school sites, been evident this year in the allocation of both human and material resources?

Students have been placed in multi-ethnic schools and, when feasible, in low-performing urban schools. See Exhibits 15-16, pages 32-33, for the ethnic composition of PDTSs, their attendance, extent of economically disadvantaged students, mobility, etc. Prospective teachers work in schools that represent the range of ethnicity in urban Houston.

Each PDTS has a .25 faculty member who works as a school-based teacher educator. These professionals provide professional development for teachers in the schools and help both

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inservice teachers and preservice teachers to be more effective. This represents an allocation of $120,000 or 28 percent of our entire budget.

Each PDTS has at least one university faculty member who not only works with preservice teachers but also with inservice teachers. The use of university personnel represents approximately $200,000 in in-kind contributions to the program. Staff development offered to inservice teachers by university personnel is also evidence of commitment to the program.

The field service experiences provided by both university personnel and preservice teachers have made an impact in the schools. Methods courses have been offered in schools, leading to several outcomes. For example, each Houston Baptist University intern adopted a low-performing student to mentor and tutor and University of Houston students tutored students in mathematics. Instructional materials used in university courses were left in many of the schools at the end of the year. In addition, University of St. Thomas preservice teachers used e-mail to tutor students in reading.

Collaboration among universities and PDTSs in the Houston Consortium provides specialized expertise when it is needed. For example, this year, Dr. Claudette Ligons of TSU conducted a multicultural workshop for University of St. Thomas students.

III.2 How have the contributions of each of the stakeholder groups towards the CPDT efforts this year evidenced commitment to the program through resource allocation, including the reward structure (e.g. tenure, teacher promotions) and the allocation of human resources as well as in kind and financial?

The program planning and design has been a cooperative effort. Universities, school districts, ESC IV, and Harris County Department of Education are committed to a long-term effort to improve the education of preservice and inservice teachers. The process of developing this proposal insures the broad-based commitment to permanent change for teachers in urban areas.

1. The Policy Council is responsible for designing and implementing the new teacher education project. An Operations Committee in each center is concerned with daily management of the programs, assuring full participation of all stakeholders in the decisions of the consortium.

2. The faculty of each of the PDTSs, universities and educational support centers have been involved in designing and writing proposals.

3. The Policy Council of the Consortium includes at least one representative appointed by each school district, PDTS, university, ESC IV, and Harris County Department of Education.

4. Superintendents, university presidents, deans of education, principals, heads of ESC IV and Harris County Department of Education, members of the Policy Council, and others have pledged their support and commitment in the original proposal and continue to do so.

5. The universities, school districts, Region IV ESC, and Harris County Department of Education are contributing personnel time, funding, and other resources to the program.

6. The Policy Council has developed, analyzed and approved the project.

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Principals and teachers in PDTSs have been involved in the various task forces of the Houston Consortium, such as Portfolios, Roles of School Based Teacher Educators, Center Policies, and Professional Development Opportunities and Schedules. This represents thousands of hours of time. Substitute teachers or other arrangements were provided to facilitate the involvement of teachers in programs of the Consortium. In addition, each university had working groups that considered policies and practices, and helped shape the scope of university activities in their schools, specified needed expertise, and identified ways prospective teachers could best work with school students.

The University of Houston initiated a Clinicial Professor faculty designation that recognizes the different job description of those faculty who are based primarily in schools. Their contracts and expectations are different from those of traditional faculty roles in a research university. Their rewards, including salary and promotion, depend less on research and publication than on changes in schools in which they work. The reward structure (promotion and tenure) at most universities does not recognize work in the CPDTs. This represents a serious problem that must be dealt with in the very near future.

Each of the cooperating institutions has contributed considerable human and financial resources to the program. Exhibit 12 summarizes these contributions for 1994-1995, although the amounts are conservative. A more complete delineation of contributions would probably be at least twice this amount.

Exhibit 12: Human and Financial Resources Contributed by Partners in the Houston Consortium to the Program

Institution	Human and Financial Resources Contributed to Program
University of Houston	$100,000
University of St. Thomas	$49,000
Houston Baptist University	$65,000
Texas Southern University	$107,000
Region IV Education Service Center	$43,000
Harris County Department of Education	$34,000
Spring Branch Independent School District	$31,000
Houston Independent School District	$54,000
Alief Independent School District	$17,000
TOTAL CONTRIBUTIONS	$500,000

III.3 In what ways is the governance structure for this year representative of all stakeholders, and representative of the cultural diversity of the state, and what has been done this year to ensure or promote such representation?

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The Policy Council of the Houston Consortium is composed of the following representatives.

16	Teachers (one from each PDTS)
16	Principals (one from each PDTS)
3	Central Office Administrators (one from each school district)
4	University co-directors (one from each university)
3	University faculty
2	Educational Service Center and Harris County Department of Education
1	Project director
45	TOTAL

The ethnic and gender make-up of the Policy Council is as follows:

9	African American
5	Hispanic
31	White
0	Asian/Other
12	Male
33	Female

Representatives on the Council are appointed by virtue of their job (e.g., principals of PDTSs) or named by their CEOs (e.g., school district, ESC, and HCDE representatives). Thus, there has been no attempt to structure the group by ethnicity or to articulate it with state or local proportions. The balance, however, is striking and positive. Ethnic and gender considerations are part of the selection process for task force membership, staff development leadership, selection of staff, and other Consortium activities.

IV. PROGRAM EQUITY

IV.1 What system is in place to recruit and retain individuals from underrepresented populations in education, and what have been the accomplishments of this system for this year (e.g. number of people recruited, number of scholarships of dollar amount available, etc.)?

The teacher preparation programs are concerned with both recruiting and retaining prospective teachers from underrepresented groups. While a number of actions have been taken, the proportion of ethnic minorities entering teaching remains low by standards we set for ourselves. Exhibit 13 specifies the numbers of students in teacher preparation by ethnicity in each university.

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Exhibit 13: Numbers of Entering Prospective Teachers Ethnicity by University and Program, 1994-1995

Ethnicity	Houston Baptist University		Texas Southern University		University of Houston		University of St. Thomas	
	TRAD	CPDT	TRAD	CPDT	TRAD	CPDT	TRAD	CPDT
African American	7	0	69	22	23	14	1	1
Hispanic	2	0	6	3	19	34	5	6
White	36	6	2	1	209	137	75	11
Asian/Other	6	0	0	0	18	13	1	1
TOTALS	51	6	77	26	269	198	82	29

Many ethnic minorities are mature adults who have families and cannot afford to attend college full-time. A major accomplishment this year has been the development of an Early Entry Program in Houston ISD that permits prospective teachers to work full-time as teacher aides, be paid a salary, and have coordinated teacher education experiences. See Section V for greater detail.

A Celebration of Teaching experience brings over 250 high school students to the University of Houston each fall. Sponsored by the Dodge Foundation, this activity is planned by the Houston Consortium and seven former Texas Teachers of the Year. In addition, one other university has a similar Celebration of Teaching experience each spring. Recruitment begins in high school, and members of the faculties of both universities and secondary PDTSs are working with young people to encourage brighter students to consider teaching as a career.

In an effort to retain prospective teachers, several universities have organized ExCET review courses to assist students in passing the exam.

Title VII grants at two universities provide scholarships for bilingual/ESL prospective teachers. Southwestern Bell Foundation provides two scholarships each year to ethnic minorities in teaching, a program originally organized by a member of the Houston Consortium although it is statewide. Other special grants also are available to ethnic minorities in all universities.

Several efforts have been made to retain preservice teachers from underrepresented populations. Peer assistance is encouraged through use of electronic mail among small cooperative groups of prospective teachers both during their training and after they complete the program. Mutual support is a major way in which beginning teachers draw strength and ideas in time of need. Each of the PDTSs also has organized a mentor system in which an experienced teacher works with a new teacher to the school. University faculty are available to support new teachers through specialized expertise.

IV.2 In addition to recruitment and retention, how else is equity in diversity manifest in your program, including how teacher candidates are trained to teach diverse cultures and students of special linguistic and educational needs (e.g. inclusion), how campus selection for internship placement is focusing on high minority campuses, and other ways in which your program addresses diversity beyond the elements listed above:

Houston Independent School District includes a wide range of culturally diverse campuses. PDTSs were selected by a university-school selection committee based on proposals from interested schools. An information meeting of principals was held prior to applications so they understood the implications of being selected. Similarly, Alief ISD and Spring Branch ISD developed a strategic plan for selecting potential culturally diverse PDTSs. Professional development schools were therefore selected to assure a wide range of student bodies representing the range of ethnicity in the Houston urban area. Schools ranged from virtually 100 percent Hispanic or African American to balanced schools across the four ethnic groups. Exhibits 14-16 specify relevant factors considered in PDTS selection, including their ethnic composition, attendance, mobility rate, economically disadvantaged, and limited English proficiency. By providing diverse settings, and requiring prospective teachers to work in more than one school, they are learning to teach urban students from a range of cultures.

Exhibit 14: PDTS School Characteristics

PDTS	GRADES	SCHOOL ACCOUNTABILITY RATING	ENROLLMENT	ATTENDANCE
Cage Elem.	EE-6	Acceptable	790	96.9%
Lantrip Elem.	EE-5	Acceptable	847	93.9%
Hamilton M.S.	6-8	Acceptable	1118	93.9%
Sherwood Elem.	EE-05	Acceptable	430	96.8%
Westwood Elem.	EE-05	Acceptable	503	97.0%
Chancellor Elem.	EE-05	Acceptable	994	96.9%
Holub. M.S.	6-8	Acceptable	1301	96.6%
Kennedy Elem.	EE-05	Acceptable	896	96.9%
Woodview Elem.	EE-05	Acceptable	602	96.7%
Martin Elem.	EE-05	Acceptable	912	96.8%
Valley Oaks Elem.	EE-06	Recognized	623	95.8%
Milam Elem.	EE-06	Acceptable	455	94.4%
Sneed Elem.	EE-05	Acceptable	1048	96.0%
Jack Yates H.S.	9-12	Acceptable	1774	89.1%
Lockhart Elem.	EE-06	Acceptable	652	95.0%
Thomas M.S.	6-8	Acceptable	873	88.6%

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Exhibit 15: Student Ethnicity in PDTSs

PDTS	AFRICAN AMERICAN	HISPANIC	WHITE	ASIAN/ OTHER
Cage Elem.	2.0%	95.0%	2.0%	1.0%
Lantrip Elem.	3.4%	89.6%	5.2%	1.8%
Hamilton M.S.	18.2%	71.3%	8.8%	1.7%
Sherwood Elem.	10.9%	47.0%	39.3%	2.8%
Westwood Elem.	12.5%	34.6%	43.2%	9.6%
Chancellor Elem.	20.8%	23.8%	19.3%	36.0%
Holub. M.S.	22.8%	15.1%	35.2%	26.9%
Kennedy Elem.	18.4%	23.7%	37.4%	20.5%
Woodview Elem.	9.5%	61.3%	25.9%	3.3%
Martin Elem.	19.7%	24.2%	28.9%	27.1%
Valley Oaks Elem.	3.9%	49.3%	45.1%	1.8%
Milam Elem.	11.0%	86.0%	3.0%	0.0%
Sneed Elem.	18.7%	61.5%	11.5%	8.3%
Jack Yates H.S.	97.0%	2.0%	0.0%	1.0%
Lockhart Elem.	94.0%	1.0%	3.0%	2.0%
Thomas M.S.	91.1%	6.1%	2.4%	0.5%

Exhibit 16: Student Characteristics

PDTS	ECONOMICALLY DISADVANTAGED	LEP	MOBILITY
Cage Elem.	91.0%	60.1%	24.0%
Lantrip Elem.	82.5%	53.4%	19.7%
Hamilton M.S.	67.8%	18.8%	19.8%
Sherwood Elem.	60.7%	30.2%	29.4%
Westwood Elem.	57.5%	25.2%	25.3%
Chancellor Elem.	33.3%	34.6%	20.4%
Holub. M.S.	20.5%	9.6%	20.0%
Kennedy Elem.	23.5%	27.8%	20.3%
Woodview Elem.	75.4%	37.2%	23.5%
Martin Elem.	35.3%	29.3%	21.8%
Valley Oaks Elem.	56.3%	36.1%	25.3%
Milam Elem.	95.0%	66.0%	32%%

Exhibit 16: Student Characteristics, Continued

PDTS	ECONOMICALLY DISADVANTAGED	LEP	MOBILITY
Sneed Elem.	56.4%	52.6%	30.2%
Jack Yates H.S.	27.0%	1.0%	27.0%
Lockhart Elem.	72.0%	1.0%	16.0%
Thomas M.S.	53.8%	3.1%	31.9%

All universities have modified their professional education courses to accommodate different learning styles and diversity of prospective teachers and students. Several also designed and implemented new courses this year on "Special Populations." Two universities have embedded inclusion concepts in their professional education courses. These appear to be promising ways to encourage prospective teachers to understand the principles of diversity and individualized instruction, and are being tested and modified as part of next year's strategic plan.

V. UNIQUE PROGRAM CHARACTERISTICS

Please add in this section any other information not included in the previous sections, which you feel makes your center unique and outstanding.

Early Entry Program. Planning for this program was initiated on November 14, 1994 in a meeting between several deans of education and the Houston Consortium CPDT Director with HISD Superintendent of Schools Rod Paige. The Houston Consortium had been discussing the need to provide ways for mature adults with families who need to continue working while studying to become a teacher. An experience-based program does not fit their work schedules since school hours are congruent with business hours. Houston ISD, on the other hand, has a shortage of teachers in certain critical areas: bilingual education, English as a Second Language, and exceptional education in elementary schools, and mathematics, science, and reading in secondary schools. The Early Entry Program was designed to meet both needs.

The four Houston Consortium universities were joined by Prairie View A&M University and the University of Houston-Clear Lake. The program was developed over a six-month period by groups representing the seven institutions, leading to a program format and a proposed waiver presented to the Commission on Standards for the Teaching Profession. The CSTP approved the requested waiver on June 2, 1995 so that prospective teachers in the program could be paid while completing student teaching. The CSTP also commended the group for its collaborative efforts to solve part of a persistent problem in teacher education.

Candidates are carefully screened. Each is a junior or post-baccalaureate student, enrolled in a teacher education program of one of the participating universities, and has a 2.5 GPA, passing score on TASP, successful completion of the Gallup Urban Teacher Perceiver interview conducted by the HISD Personnel Department, recommendation by one of the universities, selection by the school site principal, and is committed to work with HISD for two years. In April, 1995, 56 potential candidates applied; 48 were interviewed, and 43 finally recommended (1 withdrew, 2 did

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not pass Personnel Department interviews, and 2 did not pass TDPS police background checks). The number ultimately selected by school principals is unknown as that process currently is underway.

All prospective teachers in this program complete all requirements for certification for their respective universities. During the last two or three semesters that these candidates are engaged in university coursework, they are employed by Houston ISD as teaching assistants, placed in classrooms with master teachers, and supervised and evaluated by university and school district personnel.

These prospective teachers work 40 hours each week for 10 months. Responsibilities are set by the principal, but are limited to instruction-related activities. They attend college classes in a center for professional development and technology during two half-days each week as part of their work schedules. They receive a salary of $1,000 per month for 10 months and a computer that becomes theirs at the end of the program.

Appendix A
BEGINNING TEACHER OUTCOMES, RESEARCH BASES, AND PORTFOLIO ASSESSMENTS

A set of 15 outcomes for prospective teachers was developed and adopted by the Consortium. They were formulated through study and discussion by more than 80 educators, with the largest group being teachers, but with representation from academic departments of universities, school administrators and staff developers, community representatives, and others.

Processes Employed

TeamFocus, an IBM computer-based brainstorming and decision-making system, was used to identify outcomes and characteristics of the program. Teams of teachers and university faculty participated in five sessions in the Team Room at the IBM offices in Houston where they could "equally and anonymously" contribute to the identification of these outcomes. The room is equipped with a large-screen projection system and 14 workstations arranged in a U shape. Participants first brainstormed expected outcomes (over 200), then synthesized and prioritized them. Each worked at their individual workstations, formulating ideas and editing statements, with the ideas shared anonymously through large screen projections. In later sessions the results were compared with recommendations of learned societies in mathematics, English, and science, and with National Council for the Accreditation of Teacher Education (NCATE), recommendations for elementary teacher education.

The teachers and university faculty who identified these outcomes drew upon several sources, including the (a) standards for teachers established by the various professional associations and learned societies for the NCATE, (b) specifications from a dozen similar preparation programs, (c) the experiences and expertise of participants, and (d) a review of the research literature, including that found in the following publications:

Accreditation Committee of the International Society for Technology in Education. (1991-1992). Educational computing and technology foundations requirements for all teachers. Eugene, Or: ISTE.

Houston, W. R. (Ed.) (1990). Handbook of research on teacher education. New York: Macmillan.

National Association of State Directors of Teacher Education and Certification. (1992, June). NASDTEC outcome-based standards and portfolio assessment. Boston: NASDTEC.

Reynolds, A. (1992). What is competent beginning teaching? A review of the literature. Review of Educational Research. 62(1), 1-35.

Reynolds, M. C. (Ed.). (1989). Knowledge base for the beginning teacher. Oxford: Pergamon Press.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. Harvard Educational Review, 57 (1), 1-22.

Smith, D. C. (Ed.). (1983). Essential knowledge for beginning educators. Washington, DC: American Association of Colleges for Teacher Education.

Wittrock, M. C. (Ed.) (1986). Handbook of research on teaching. New York: Macmillan.

Consortium Outcomes for Teachers

The fifteen outcomes are summarized on the following page. Each is supported by an extensive rationale and portfolio assessment. The first outcome, Classroom Management, is included to illustrate the format used by the Consortium.

After having completed the professional program, the beginning teacher will master the following outcomes:

1. ***CLASSROOM MANAGEMENT*** Plan for, establish, and maintain a classroom environment that facilitates learning, reflective inquiry, and fosters mutual respect.

2. ***ASSESSMENT*** Use a variety of methods to assess student learning and progress, to assess teacher's lesson planning and delivery, and to communicate the necessary information to students, administrators, and parents.

3. ***TECHNOLOGY*** Use appropriate technology for instruction and management in the classroom.

4. ***INSTRUCTIONAL STRATEGIES - REFLECTIVE THINKING*** Employ strategies that encourage reflective inquiry, critical thinking, and problem solving.

5. ***INSTRUCTIONAL STRATEGIES - MOTIVATION*** Employ strategies that create a climate in which students take responsibility for their own learning.

6. ***INSTRUCTIONAL STRATEGIES - VARIED INSTRUCTION*** Incorporate a variety of appropriate and effective instructional strategies in a cohesive, rich, and varied learning environment.

7. ***PROFESSIONAL DEVELOPMENT*** Engage in professional development activities to analyze and improve her/his own teaching experiences.

8. ***INTERPERSONAL SKILLS*** Demonstrate interpersonal skills necessary to communicate effectively with all students, parents, other professionals and community members, and to engage in shared decision-making.

9. ***ORAL/WRITTEN SKILLS*** Communicate professionally, using proper oral and written skills, with parents, students, and others, and serve as an effective role model for students.

10. ***KNOWLEDGE OF SUBJECT MATTER*** Demonstrate a substantial knowledge of the subject matter being taught, use appropriate strategies to teach the subject, and be confident enough to learn with the students

11. ***LEARNER, GROWTH, AND DEVELOPMENT*** Employ knowledge of the physical, emotional, and intellectual development of students, and cultural factors that affect learning.

12. ***ETHICS / LAW*** Demonstrate ethical behavior in all aspects of the profession and function within the legal framework and serve as a role model for the students.

13. ***MULTICULTURAL*** Demonstrate interactional competence within and across culturally diverse groups.

14. ***PARENTAL INVOLVEMENT / COMMUNITY INVOLVEMENT*** Involve parents and the community in the education of students.

15. ***INTRAPERSONAL SKILLS*** Recognize the stresses of teaching, cope with them, and maintain personal emotional, physical, and intellectual health and flexibility in teaching.

Illustrative Outcome 1: Classroom Management

Outcome: The teacher will plan for, establish, and maintain a classroom environment that facilitates learning, reflective inquiry, and fosters mutual respect.

Rationale and Research Base

Classroom management refers to he complex set of plans and action that the teachers used to ensure that learning in the classroom is effective and efficient (Jacobsen, Eggen, & Kauchak, 1989). This broadened view of management focuses not on controlling student behavior, but on teacher actions that result in the creation, implementation, and maintenance of a classroom environment that supports learning (Evertson & Harris, 1992; McCaslin & Good, 1992). Good manager have as their primary goal student learning.

Management also involves teaching students how to manage their own behavior in classroom settings by establishing learning situations that allow for independence and flexibility. This kind of self-discipline is becoming increasingly important as the goals of education shift to (a) teaching student how to think of instead of what to think, (b) cooperative learning as opposed to competitive learning, (c) active instead of passive learning, and (d) differentiation of instruction based on student style requirements and needs (Gooden, 1990). With the growth of these types of learning environments, the normal complexity and fast-paced life of the classroom takes on an added dimension and teacher will be required to make managerial decisions that call for new organizational patterns and hold student accountable for participatory behavior.

An added feature to modern classroom management in today's schooling environments is the reality of a cultural diversity which calls attention to issues related to equity in race, class, and gender. For example, management decisions must take into consideration student's home culture and school culture in the sense that each has its own norms, rules, status markers and boundaries of appropriate and inappropriate behaviors that must be learned and understood (Montero-Sieburth, 1989).

References

Evertson, C.M., & Harris, A.H. (1992). What we know about managing classrooms. *Educational Leadership*, 49(7), 74-78.

Gooden, C.R. (1990). *Learning styles of urban students*. Houston: Texas Southern University, Institute for Urban Studies.

Jacobsen, D., Eggen, P., & Kauchak, D. (1989). *Methods for teaching: A skills approach*. Columbus, OH: Merrill

McCaslin, M., & Good, T.L. (1992). Compliant cognition: The misalliance of management and instructional goals in school reform. *Educational Researcher*, 21(3), 4-17.

Montero-Sieburth, M. (1989). Restructuring teachers' knowledge for urban settings. *The Journal of Negro Education*, 58(3), 332-344.

Indicators of Mastery

Entry Level	*End of Induction Year*	*Experienced Professional*
The entry level teacher will have mastered the basic principles of several models for managing classrooms.	*The teacher at the end of the first year* will have established a smoothly functioning classroom with an academic focus.	*The teacher at the end of the fifth year* will be highly capable of teaching students to be self-managers. The teacher will be able to articulate clearly their long-range plans for classroom management.
The entry level teacher knows the principles of scheduling student activities and time management.	*The teacher at the end of the first year* establishes a system of expectations, routine procedures, reinforcements, feedback and task engagement.	*The teacher at the end of the fifth year* creates a smoothly-functioning learning community in which students assume responsibility for themselves and one another, work collaboratively and independently and engage in purposeful learning activities.
The entry level teacher knows about and can use technological resources available for planning and managing curriculum and instruction.	*The teacher at the end of the first year* has the ability to allocate, organize and manage the resources of time, space and materials to provide for the active and equitable engagement of students in productive tasks.	*The teacher at the end of the fifth year* models the use of technological resources in managing instructional and curriculum planning and routine management tasks.
The entry-level teacher knows the legal aspects of discipline procedures and professional ethics.	*The teacher at the end of the first year* uses problem-solving approaches to discipline intervention.	*The teacher at the end of the fifth year* engages appropriate discipline management strategies to develop students' self-discipline.
The entry-level teacher provides positive reinforcement for on-task behavior.	*The teacher at the end of the first year* provides differentiated positive reinforcement appropriate for students with differing values.	*The teacher at the end of the fifth year* deals appropriately with special needs of individual students.

Outcome Category: Classroom Management

Indicators of Mastery, continued

The entry-level teacher makes some culturally responsive adaptations in classroom management to increase its effectiveness.	*The teacher at the end of the first year* will have tested strategies and assessed the effectiveness of selected ones with students from various cultural groups.	*The teacher at the end of the fifth year* will have established relationships that are constant across cultural groups and identified ways to adapt a wide range of strategies to make them more effective with various cultural groups by gender, ethnicity, income, etc.
The entry-level teacher demonstrates basic knowledge about the principles of metacognition.	*The teacher at the end of the first year* will have increased students' independence as learners as a result of the teacher's knowledge of metacognition and insights about students' preferred learning modes and processing styles.	*The teacher at the end of the fifth year* establishes cooperative groups that serve as a community of support for differences in individual student information processing styles and learning modes.
The entry-level teacher communicates to students clearly the processes for organizing an instructional activity.	*The teacher at the end of the first year* provides clear, accurate information about procedures for an instructional activity, day, or project. Students independently act on the basis of understood rules and regulations without being told.	*The teacher at the end of the fifth year* is able to communicate to students, either implicitly or explicitly, how management procedures are related to learning goals.
The entry-level teacher structures a physical environment that is safe and conducive to learning.	*The teacher at the end of the first year* involves students in structuring their learning environment so they understand principles of safe conduct.	Students of *the teacher completing the fifth year* take responsibility for maintaining a safe environment conducive to learning, and can communicate the principles upon which they are making decisions.

Appendix B
List of Certification Areas

Certificate	University of Houston	University of St. Thomas	Texas Southern University	Houston Baptist University
Elementary Teacher Certificates				
Elem Teacher	X	X		X
Elem Teacher-Bilingual	X	X	X	X
Elem Teacher-Early Childhood	X		X	X
Elem Teacher-Special Education	X	X	X	X
Secondary Teacher Certificates				
Sec Teacher-Art	X		X	X
Sec Teacher-Basic Business	X		X	
Sec Teacher-Biology	X	X	X	X
Sec Teacher-Business Administrat	X			
Sec Teacher-Business Composite	X		X	
Sec Teacher-Business Secretarial	X			
Sec Teacher-Chemistry	X	X	X	X
Sec Teacher-Computer Infor System	X	X		
Sec Teacher-Dance	X			
Sec Teacher-Economics	X	X		
Sec Teacher-English	X	X	X	X
Sec Teacher-English/Language Arts	X	X		
Sec Teacher-French	X	X		X
Sec Teacher-Generic Special Educ	X	X	X	X
Sec Teacher-Geography			X	
Sec Teacher-German	X			
Sec Teacher-Government	X	X	X	X
Sec Teacher-Health	X		X	
Sec Teacher-History	X	X		X
Sec Teacher-Industrial Technology	X		X	
Sec Teacher-Journalism	X	X		
Sec Teacher-Latin	X	X		
Sec Teacher-Life/Earth Science	X	X		
Sec Teacher-Mathematics	X	X	X	X
Sec Teacher-Music	X			
Sec Teacher-Physical Education	X		X	X
Sec Teacher-Physical Science	X	X		
Sec Teacher-Physics	X	X	X	
Sec Teacher-Psychology	X	X		X
Sec Teacher-Reading	X			
Sec Teacher-Science Composite	X	X		X
Sec Teacher-Soc Studies Composite	X	X		
Sec Teacher-Sociology	X			X
Sec Teacher-Spanish	X	X		X
Sec Teacher-Speech Commucication	X	X	X	X
Sec Teacher-Theatre Arts	X	X		

Appendix B, List of Certification Areas, Continued

Certificate	University of Houston	University of St. Thomas	Texas Southern University	Houston Baptist University
All-Level Certificates				
All Level Teacher-Art	X		X	X
All Level Teacher-Music	X	X	X	X
All Level Teacher-Physical Educ	X		X	
Vocational Certificates				
Vocatnl-Health Science Technology	X			
Vocatnl-Home Economics	X			
Vocatnl-Marketing Education	X			
Vocatnl-Occupational Orientation	X			
Vocatnl-Office Education	X			
Vocatnl-Trades and Industry	X			
Professional Certificates				
Professional-Assistant Principal	X		X	X
Professional-Counselor	X	X	X	X
Professional-Educ Diagnostician	X	X		X
Professional-Mid-Management Adm	X	X	X	X
Professional-Special Educ Counselor	X		X	X
Professional-Special Edu Supervisor	X	X	X	
Professional-Superintendent	X		X	
Professional-Instr Supervisor	X	X	X	
Professional-Vocational Counselor	X			
Professional-Vocational Supervisor	X			
Professional Reading Specialist	X	X	X	X
Special Education-Speech and LanguageTherapy	X			
Endorsements				
Endorsement-Bilingual Education	X	X	X	X
Endorsement-English as Sec Lang	X	X		
Endorsement-Driver Education	X		X	
Endorsement-Early Childhood Educ	X		X	X
Endorsement-Generic Special Educ	X			
Endorsement-Gifted and Talented	X	X		
Endorsement-Information Processing Technologies, Level I	X			
Endorsement-Information Processing Technologies, Level II	X			
Endorsement-Severely Emotionally Disturbed and Autistic	X	X		
Endorsement-Severely and Profoundly Handicapped	X			
Endorsement-Visually Handicapped	X			
Endorsement-Early Childhood Handicapped		X		

Field-basing Professional Certification Programs

Making major changes in professional certification programs has not been a major priority of the project to date. Some attention has been given to sensitizing faculty in these areas to the needs of a school-based preparation program. The University of Houston has implemented a field-based preparation program for school administrators supported by Danforth Foundation grants. They also have implemented the NASSP assessment model as part of the mid-management certification program. Houston Baptist University has added internships as a required part of all professional programs. Counselors typically complete the licensure requirements that takes them not only into schools but also commuity service agencies.

HOUSTON CONSORTIUM
OF
URBAN PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTERS

STRATEGIC PLAN
1995-1996

BENCHMARK AUGUST 1996 **1. A series of reports, including external and internal assessments, will be completed and used as a basis for evaluating progress and outcomes of all aspects of the program.**

Activity	Timeline	Responsible
1. Survey of sample of PDTS teachers and principals, CPDT students, university faculty, and others conducted as part of internal evaluation.	4/96	Reg IV-Internal Evaluator
2. External Evaluation interviews conducted.	2-5/96	Director; External Evaluator
3. Collect and analyze ExCET data on CPDT students.	When data received	Co-Directors; director
4. Refine portfolio assessment procedures.	2/96; 6/96	Task Force; Director
5. Collect and analyze disaggregated TAAS scores of PDTSs.	9/95; 7/96	Principals, teachers, SBTEs, Co-directors
6. Review activities related to Campus Improvement Plans	9/95; 5/96	Principals, teachers, SBTEs, Co-directors

BENCHMARK AUGUST 1996 **2. Representatives of all stakeholders will be involved in planning, providing, collecting, and analyzing assessment data.**

Activity	Timeline	Responsible
1. Teachers, principals of PDTSs, Reg IV, HCDE, university faculty and administrators, prospective teachers, and others involved in the project are included in the assessment. See activities in Benchmark 1.	9/95-8/96	Steering Committee; Policy Council
2. All reports will be analyzed collectively for the purpose of enhancing and/or restructuring program.	6/96-8/96	Steering Commitee, Policy Council

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BENCHMARK AUGUST 1996 **3. Academic Excellence Indicator System data for PDTSs (e.g., TAAS scores, mobility rates, and other school information) will be used to focus teacher education programs on relevant content, and to determine how teacher preparation can better support PDTS school needs.**

Activity	Timeline	Responsible
1. Data from the Campus Report Card, AEIS, TAAS, dropout, and other data will be analyzed.	9/1/95 & as soon as new data are available	Principal, Teachers, Co-directors, Site-based Decision-making teams, consultants as needed (Task Forces)
2. Develop a portrait of identified needs.	9/1/95 & on-going	Principal, Teachers, Co-directors, Site-based Decision-making teams, consultants as needed (PDTS Task Forces)
3. Determine ways CPDT program can contribute to support PDTS school needs.	9/95, & as soon as new data are available	Principal, Teachers, Co-directors, Site-based Decision-making teams, consultants as needed (PDTS Task Forces)
4. Relevant data will be used to improve teacher preparation programs.	As soon as new data are available	University faculties & PDTS Task forces.

BENCHMARK AUGUST 1996 **4. ExCET scores will be collected, analyzed, and used in revising the teacher education programs.**

Activity	Timeline	Responsible
1. Data base for ExCET scores will be maintained and analyzed	9/95 & as soon as new data are available	Co-director; director
2. Results of ExCET tests will be shared with relevant arts and sciences faculty, education faculty, and others.	Fall, 95	Co-director; faculty in each university
3. Relevant data will be used to improve teacher education programs.	Fall, 95	Co-director; faculty in each university
4. Disseminate information on program strengths to other IHEs	Spring/96	Co-director; faculty in each university

BENCHMARK AUGUST 1996 **5. An authentic assessment system for prospective teachers, keyed to State-adopted proficiencies, will be refined to more effectively assess teaching effectiveness.**

Activity	Timeline	Responsible
1. Portfolio assessment procedures used with CPDT students and revised.	9/95-5/96	Co-directors; university faculty; Authentic Assess Task Force, PDTS teachers
2. Document describing authentic assessments, including portfolios published.	6/96	Task Force; Director
3. Authentic assessment systems developed by each program.	6/96	Co-directors, university faculty, PDTS teachers
4. Benchmarks for prospective teachers sharpened for each program.	6/96	Co-directors, university faculty, PDTS teachers

BENCHMARK AUGUST 1996 **6. Comprehensive school-based teacher preparation programs will be designed, developed, approved, and implemented in each university.**

Activity	Timeline	Responsible
1. Programs will be implemented, assessed, and revised, with a formal description in 7-96	9/95-7/96	Co-directors, university faculty, PDTS teachers and principals
2. Program models will be refined to accommodate prospective teachers whose majors or time commitments do not readily fit school-based programs.	9/95-5/96	Co-directors, university faculty, PDTS teachers and principals
3. School-based programs for 96-97 will be approved by governance bodies in each university.	9/95-5/96	Co-directors, university faculty, PDTS teachers and principals

BENCHMARK AUGUST 1996 **7. Representatives of all stakeholders will be involved in program design and development.**

Activity	Timeline	Responsible
1. Teachers, principals, university faculty and administrators, Region IV and HCDE professionals will continue to be involved in refining and implementing the program.	9/95-7/96	Policy Council; Director; Co-directors

BENCHMARK 8. **The extensiveness and quality of comprehensive school-based preparation**
AUGUST 1996 **programs will be increased.**

Activity	Timeline	Responsible
1. Programs will be implemented, assessed, and revised during the year.	9/95-8/96	Co-directors, university faculty, PDTS teachers and principals
2. Program modifications will be developed and implemented to include those prospective teachers who are not able to participate in a full-time school-based day-time program.	9/95-8/96	Co-directors, university faculty, PDTS teachers and principals, district reps.
3. Strategic plans to field-base professional certification programs (e.g., principalship, counselor) will be developed and initiated.	9/95-8/96	Co-directors, deans, department chairs and faculty in relevant fields

BENCHMARK 9. **During 1995-1996, in each university, at least 50 percent of all students**
AUGUST 1996 **admitted to teacher education will be in centers programs.**

Activity	Timeline	Responsible
1. Strategic plan will be implemented to meet this criterion, and to move in two years to full implementation.	9/95-8/96	Co-directors, deans, faculty of universities and PDTSs
2. Records will be maintained by social security number of students enrolled in CPDT programs.	9/95-8/96	Co-directors; director

BENCHMARK AUGUST 1996 **10. Faculty in PDTSs and universities will participate in professional development experiences (e.g., study groups, mentoring, training).**

Activity	Timeline	Responsible
1. Professional development in PDTSs would be determined through the C.A.P. and assessed needs at universities.	9/95	Assoc. , Director
2. The phased professional development in technology program will be continued.	9/95-8/96	Assoc. Director; tech. specialists; SBTEs
3. At least 25% of the CPDT budget will be expended on professional development.	9/95-8/96	Director; Assoc. Director
4. A wide array of professional development activities will be implemented, assessed, and highlighted.	9/95-8/96	Assoc. Director; SBTEs; principals; Co-directors
5. Faculty in PDTSs and universities will participate in state conferences (i.e., fall and spring teacher education conferences; summer CPDT institute) and relevant state and national conferences.	9/95-8/96	Director; Assoc. Director; principals; Co-directors; faculty
6. A Houston Consortium summer institute on areas of need will be conducted.	6-8/96	Assoc. Director; SBTEs; planning committee

BENCHMARK AUGUST 1996 **11. Use of technology and telecommunications in teacher education and PDTSs will be expanded to focus on curricula integration.**

Activity	Timeline	Responsible
1. Telecommunications networking of all schools will be operational.	11/95	Telecom Coordinator; tech specialists; principals and Co-dirs.
2. New non-funded sites (PDSs) will be added to the telecommunications network	11/95	Telecom Coordinator; tech specialists; principals and Co-directors.
3. Technology will be more extensively used in PDTSs.	9/95-8/96	Principals, SBTEs, tech specialists
4. Technology will be more extensively used in teacher preparation programs.	9/95-8/96	Co-directors, tech specialists, telecom coordinator
5. Videotaped sequences in classroom management and in multicultural education will be field tested.	11/95-8/96	Videotape developers; Director; faculty in universities and PDTSs

BENCHMARK AUGUST 1996 **12. Universities in the Houston Consortium will achieve Center Status.**

Activity	Timeline	Responsible
1. The Houston Consortium and each university in it will collect data and develop a proposal for Center Status.	9/95-4/96	Director, co-directors, deans and faculty of universities, faculties/ administrators of PDTSs.
2. The Houston Consortium and each university will achieve Center Status after presenting its case.	As early as it can be scheduled.	Director, co-directors, deans and faculty of universities, faculties/administrators of PDTSs.

BENCHMARK AUGUST 1996 **13. The Houston Consortium will be organized so as to continue collaborating without State funding.**

Activity	Timeline	Responsible
1. A task force from the Policy Council will be named to develop a plan for continued collaboration and operation of school-based teacher education programs.	9/95	Director; Policy Council
2. Preliminary plan presented to Policy Council	11/95	Task Force; Policy Council
3. CEOs of participating institutions will understand the proposed organization of the Houston Consortium and commit to continuing the collaborative efforts.	11/95-4/96	Task Force, Co-directors, deans, superintendents, school district reps, principals
4. The Policy Council will adopt an organization for continuing the collaborative school-based program.	5/96	Policy Council

BENCHMARK AUGUST 1996 **14. The Houston Consortium will continue its commitment to addressing the educational needs of all children by allocating human and material resources.**

Activity	Timeline	Responsible
1. The site-based decision making team for each PDTS will include one university representative.	9-10/95	Principals, Co-directors
2. Universities, their faculties and students, will work with PDTSs to improve TAAS scores and strengthen the PDTS' strategic plans.	9/95-6/96	Co-directors and faculty of universities; PDTS principals and teachers

BENCHMARK AUGUST 1996 **15. Teacher education programs will be implemented that enhance understanding of diverse cultures.**

Activity	Timeline	Responsible
1. Implement the Early Entry Program in Houston and Alief ISDs.	9/95-8/96	Director; Co-directors
2. Work with the Recruitment and Retention Grant staff, scholarship offices, and recruit personnel to improve the ethnic balance of prospective teachers in Houston.	9/95-8/96	Co-directors; university faculty and adms., school staff and adms.
3. Complete and test the multimedia program in multicultural education	12/95	Development team

ASSOCIATION OF TEACHER EDUCATORS

DISTINGUISHED PROGRAM IN TEACHER EDUCATION AWARD APPLICATION

PRESENTATION, FEBRUARY 26, 1996
ST. LOUIS, MISSOURI

HOUSTON CONSORTIUM OF URBAN PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTERS

ALIEF INDEPENDENT SCHOOL DISTRICT
HARRIS COUNTY DEPARTMENT OF EDUCATION
HOUSTON BAPTIST UNIVERSITY
HOUSTON INDEPENDENT SCHOOL DISTRICT
REGION IV EDUCATION SERVICE CENTER
SPRING BRANCH INDEPENDENT SCHOOL DISTRICT
TEXAS SOUTHERN UNIVERSITY
UNIVERSITY OF HOUSTON
UNIVERSITY OF ST. THOMAS

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THE HOUSTON CONSORTIUM OF URBAN PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTERS

SUMMARY

1. **The program of the Houston Consortium prepares teachers for urban schools, recognized as the most challenging in which to teach.**

2. **Nine institutions are collaborating in the Houston Consortium, including four universities.**
   - 93% of PDS school and university faculty have engaged in at least one cross-institutional experience through the Houston Consortium.

3. **The teacher education program models exemplary practice.**
   - Based on research and exemplary practice.
   - Designed and developed collaboratively by hundreds of school and university faculty.
   - Field-based in urban professional development schools.
   - Innovative practices (including authentic assessment, technology)
   - Two special program options include paid internships and early entry program.

4. **Technology has enhanced the teacher education program.**
   - Telecommunications among institutions and individuals have been enhanced through our own Consortium server and network.
   - Prospective teachers are required to complete an instructional technology course prior to entering the program and thus are able to strengthen the PDS' technology-based instruction.

5. **Extensive staff development has enhanced the teacher education program as well as instruction in schools.**
   - 75% of school and university faculty have engaged in one or more of the hundreds of Consortium staff development activities during the past two years.

6. **The program is making a difference**

   ...In the way university faculty teach. Courses are taught in PDSs, shifting the structure and emphasis. All have been modified in past two years.

   ...In the way PDS teachers teach. 43% of PDS teachers indicated they are teaching differently as a result of Consortium activities.

   ...In the way prospective teachers teach. Consortium preservice student teachers interact more often with students than those in the traditional program. Consortium student teachers spent significantly more time in (a) responding to student signals, (b) checking students' work, (c) encouraging self-management, (d) praising student behavior, (e) praising student performance, and (f) correcting student performance.

   The program is making a difference in prospective teacher achievement. A greater proportion of Consortium prospective teachers pass the ExCET, Texas' mandated certification test.

   The program is making a difference in the achievement of PK-12 students on the TAAS, Texas' mandated achievement test. Test scores in math were up in all 16 PDSs; reading in 14 of 16 PDSs, and writing in 10 of 16 schools.

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THE HOUSTON CONSORTIUM OF URBAN PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTERS

1. The program of the Houston Consortium focuses on teacher education for urban schools, recognized as the most difficult in which to teach.

The burgeoning enrollment of students in urban schools represents a valuable yet largely untapped intellectual resource in our nation. The high concentration of lower-income and ethnic minority students, climate of low expectations, teacher and student mobility, and increasing drop-out rates create major challenges in urban schools.

Meeting these challenges in Houston, the nation's fourth largest city, is especially important since Houston area schools educate one-fifth of Texas' school age population including 30% of all African Americans, 40% of all Asian Americans and 16% of all Hispanic Americans in the state.

According to the recently released Metropolitan Life Survey of the American Teacher 1984-1995: Old Problems, New Challenges, there are "dramatic differences in teachers' satisfaction in their work environments, salaries, and recognition they receive, between suburban and rural teachers and their counterparts in America's urban schools." Urban teachers are less satisfied, paid lower salaries, and receive less recognition for their efforts.

Clearly, traditional teacher preparation programs have not been designed to produce teachers who are effective in the culturally diverse and economically challenging environments. Successful approaches must be research-based, and include multidimensional approaches that grow out of a variety of cultural and pedagogical perspectives.

2. Nine institutions are collaborating in the Houston Consortium, including four universities.

The challenges to urban schools led to the organization of the Houston Consortium five years ago to design a systemic program for improving learning in Houston. Relatively unique was the organization which brought together four universities whose histories were to compete rather than cooperate, but whose combined expertise has strengthened the teacher education program in all institutions. Three large urban school districts and two intermediate school agencies (Region IV Education Service Center and Harris County Department of Education) became partners in the enterprise.

Of the four universities involved, two are small private liberal arts institutions (Houston Baptist University and University of Saint Thomas). Two are large public universities (Texas Southern University and the University of Houston); one focuses largely on teaching and the other is research-oriented. The three school districts include Houston, the fourth largest in the nation; Spring Branch, a mid-urban district that was formerly all White but is now predominately minority; and Alief, a mid-urban district that has the most balanced ethnic composition in the area with approximately equal numbers of African-Americans, Asians, Hispanics, and Whites. Together they educate over 280,000 students. The seven-county Region IV Education Service Center (ESC IV) and the Harris County Department of Education (HCDE) provide specialized professional development and assessment.

The organization of the Houston Consortium is depicted in Exhibit 1.

Organizational Chart

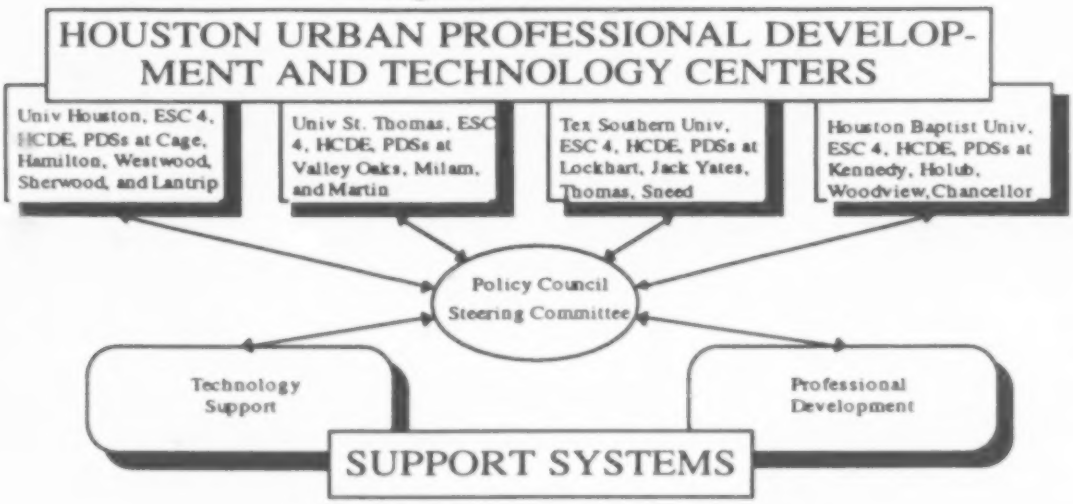
HOUSTON URBAN PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTERS
Univ Houston, ESC 4, HCDE, PDSs at Cage, Hamilton, Westwood, Sherwood, and Lantrip
Univ St. Thomas, ESC 4, HCDE, PDSs at Valley Oaks, Milam, and Martin
Tex Southern Univ, ESC 4, HCDE, PDSs at Lockhart, Jack Yates, Thomas, Sneed
Houston Baptist Univ, ESC 4, HCDE, PDSs at Kennedy, Holub, Woodview, Chancellor
Policy Council
Steering Committee
Technology Support
Professional Development
SUPPORT SYSTEMS

Exhibit 1: Organization of Houston Consortium

FINDING: In a recent survey, **93 percent** of school and university professionals indicated that they had been engaged in at least one cross-institutional experience through the Houston Consortium.

3. The teacher education program is based on research and exemplary practice, and the deliberations of hundreds of school and university faculty.

During 1991-92, more than 200 persons in the Consortium considered the nature of an effective urban teacher education program. There was considerable unanimity among the 12 groups that explored and agreed upon 11 essential characteristics of effective preparation programs for urban teachers. These characteristics, listed in Exhibit 2, continue to guide the program.

Exhibit 2: Eleven Characteristics of Houston Consortium Program

Outcomes Focused

- School-based, Learner Centered
- Technology Enriched
- Cooperative Learning
- Identification with Cultural Diversity
- Reflective, Investigative
- Active Learning
- Broad Range of Teaching Practices
- Strong Liberal Studies Background
- Authentic Assessment
- Flexibility

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The program characteristics are based on a comprehensive understanding of research in learning theory, professional development, and adult education that have guided the design of the program and its delivery systems. The program can best be understood by further examining program implications of five of these characteristics: outcomes focused; school-based, learner centered; active learning; authentic assessment; and flexibility.

- **Characteristic: Outcomes Focused**. During its initial developmental years, the Houston Consortium identified 15 results, outcomes, or proficiencies for prospective teachers that were related to research and effective practice that emerged from numerous meetings in which over 200 educators participated. These are listed in Exhibit 3.

Exhibit 3: Prospective Teacher Proficiencies That Formed the Basis for Program Development

After having completed the professional program, the beginning teacher will master the following outcomes:

1. *CLASSROOM MANAGEMENT:* Plan for, establish, and maintain a classroom environment that facilitates learning, reflective inquiry, and fosters mutual respect.

2. *ASSESSMENT:* Use a variety of methods to assess student learning and progress, to assess lesson planning and delivery, and to communicate the necessary information to students, administrators, and parents.

3. *TECHNOLOGY:* Use appropriate technology in the classroom for instruction, management, and communication.

4. *INSTRUCTIONAL STRATEGIES - REFLECTIVE THINKING:* Employ strategies that encourage reflective inquiry, critical thinking, and problem solving.

5. *INSTRUCTIONAL STRATEGIES - MOTIVATION:* Employ strategies that create a climate in which students are encouraged to take responsibility for their own learning.

6. *INSTRUCTIONAL STRATEGIES - VARIED INSTRUCTION:* Incorporate a variety of appropriate and effective instructional strategies in a cohesive, rich, and varied learning environment.

7. *PROFESSIONAL DEVELOPMENT:* Engage in professional development activities to analyze and improve her/his own teaching experiences.

8. *INTERPERSONAL SKILLS:* Demonstrate interpersonal skills necessary to communicate effectively with diverse students, parents, other professionals and community members, and to engage in shared decision-making.

9. *ORAL/WRITTEN SKILLS:* Communicate professionally, using proper oral and written skills, with parents, students, and others, and serve as an effective role model for students.

10. *KNOWLEDGE OF SUBJECT MATTER:* Demonstrate a substantial knowledge of the subject matter being taught, use appropriate strategies to teach the subject, and be confident enough to learn with the students.

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11. ***Learner, Growth, and Development:*** Employ knowledge of the physical, emotional, and intellectual development of students, as well the cultural factors that affect learning.

12. ***Ethics / Law:*** Demonstrate ethical behavior in all aspects of the profession, function within the legal framework, and serve as a role model for students.

13. ***Multicultural:*** Demonstrate interactional and instructional competence within and across culturally diverse groups.

14. ***Parental Involvement / Community Involvement:*** Involve parents and the community in the education of students.

15. ***Intrapersonal Skills:*** Recognize the stresses of teaching, cope with them, and maintain emotional, physical, and intellectual health as related to teaching.

Characteristic: School-based, Learner Centered. Key to the success of this program are its professional development schools which serve as the primary context for program delivery. Preservice teachers spend significant periods of time working in these schools and much of their instruction is delivered through activities that are conducted in these schools. The 16 PDSs were selected because they had large numbers of students who were at-risk of failure, mirrored the urban population, and had faculties who were committed to improving the education of their students and of prospective teachers.

Nearly 14,000 students attend these 16 PDSs. Their ethnic composition ranges from virtually 100 percent Hispanic or African American to ethnically-balanced schools. No PDS had more than 45.1 percent White students, and seven of the 16 had fewer than 10 percent White students. By providing diverse settings, and requiring prospective teachers to work in more than one PDS, they learn to teach urban students from several cultural groups.

Staffing. An important component of the program is the way it is staffed. Each PDS has two persons, one an employee of the university and the other an employee of the school district, who complement each other and other staff in the school-based program.

- A teacher is assigned quarter-time to build the school's capacity as a professional development school. These teachers act as liaisons for the program, work directly with prospective teachers, present inservice programs for Consortium members, and are key members of the team that designs, implements, and evaluates the teacher education program.

- A university faculty member is assigned quarter-time in each PDS as part of his/her regular work load to assure adequate coordination between the school and the university. Like the teacher coordinators, these faculty members act as liaisons, work directly with prospective teachers, present inservice education programs, often teach classes for prospective teachers in PDSs, and are part of the team that designs, implements, and evaluates the teacher education program.

- Faculty from the universities teach classes in the PDSs to prospective teachers and assist in staff development experiences in their areas of expertise. Teachers in PDSs also teach some of the individual sessions of classes for prospective teachers and act as mentors and cooperating teachers (whom we refer to as "school-based teacher educators"). When

prospective teachers are tutoring individual PK-12 students, they are organized into small groups of 10-12 pairs of prospective teachers/students, located in various parts of the school, and supervised by either a university faculty member or SBTE.

- **Characteristics: Active Learning** and **Broad Range of Teaching Practices**. Prospective teachers are prepared primarily in professional development schools where a university professor can follow up immediately when those "teachable moments" occur. Their activities are affective and performance-based in addition to cognitive. For example, prospective teachers study ways to teach mathematics or reading and then tutor students using these methods. They are expected to demonstrate that they can diagnose a student's achievement level and personal values, tutor the student in targeted areas, and change the students' achievement level and attitude toward school. Use of reflective journals is another example of this integration. Prospective teachers in the Houston Consortium are expected to maintain a reflective journal, and several preservice teachers have introduced journals to PK-12 students.

Exhibit 4: Illustrative Elementary and Secondary Programs

Course/Block	Credit Hours	Clock Hours in School	Range of Activities
Elementary Program Block courses in curriculum, instructional design, and evaluation; models of teaching; classroom management; children with diverse needs; instructional strategies and materials.	15	250	Observing Functioning as a teacher aide Shadowing teacher, student, custodian, etc. Tutoring Journaling with children/teachers/professors Using technology Parent conferences/meetings Attending curriculum meetings Peer coaching Videotaping Maintaining portfolios Reflective journaling Conducting community study/surveys Participating in workshops Substitute teaching Peer teaching
Full semester teaching as student teacher or intern; seminar in evaluation and analysis of teaching.	9	500	
Totals-Elementary	24	750	
Secondary Programs Block courses in curriculum, instructional design, and evaluation; models of teaching; classroom management; cultural diversity; learning theory.	12	200	Acting as teacher aide Shadowing Tutoring Maintaining reflective journal Conducting community study/surveys Journaling with students/teachers/professors Attending teacher inservice meetings Participating in curriculum meetings Using technology Peer teaching Peer coaching Videotaping Substitute teaching Maintaining portfolios
Instructional strategies and materials in teaching fields; full-time teaching as student teacher or intern.	6	480	
Totals-Secondary	18	680	

The range of activities in the program and the number of hours in a PDS are considerably greater than in traditional programs.

o **Characteristic: Authentic Assessment**. Authentic assessment systems provide the complementary evaluation to field-based programs in teacher education. Some of the authentic assessments used include:

- Portfolios
- Peer review process
- Observations
- Conferences
- Interviews
- Videotaping
- Univ. mentor /school based teacher review
- Reflective journals

Portfolios and Teaching Artifacts. The major instrument in this process is portfolio assessment. At three benchmarks in their preparation programs, prospective teachers are expected to demonstrate their competence to proceed to the next phase. They do this through documents, assessments, and videotapes included in their portfolios that are reviewed by the Portfolio Review Team. The team is composed of university faculty and PDS teachers. These points are:

- **Benchmark 1**. Admission to Teacher Education (experiences and background related to qualifications for entering a teacher education program).
- **Benchmark 2**. Completion of Initial Preparation Program (candidates for full-time student teaching and internship demonstrate they have the requisite skills).
- **Benchmark 3**. Completion of Teacher Preparation Program (demonstration of requisite skills through student teaching that the candidate is ready for the first job as a teacher).

During their preparation program, preservice teachers collect ideas, lesson plans, and other artifacts that will be helpful when they assume full responsibility for teaching students. These **teaching artifacts** are organized in ways that are meaningful to each person and are kept separate from the professional portfolio.

o **Characteristic: Flexibility**. Our students come to the program with varied needs, and thus it is vital that these be accommodated while maintaining program integrity and quality. The basic program is designed for students who study **full-time** and plan to be certified in two to three semesters. Some are undergraduates who typically enter the program as juniors; others are post-baccalaureate or graduate students. These students complete the program sequence described above. Their average age is 27, which is probably typical for urban and commuter institutions, but older than the population in residential universities. **Part-time students** often must attend classes in the evening because of their work schedules. For these students, videotapes of classroom sequences, classes taught over cable TV in evenings and on weekends, and multimedia experiences in the resource centers of universities provide some alternative individualized experiences. They still work in PDSs but on a different and sometimes individual schedule, typically taking 2-3 years to complete the program, and sometimes as long as four years. They often form cadres who meet in groups of 5-6 students to complete school-based assignments.

Two options also are available to prospective teachers who must continue to work while attending school, and would like to work in schools. These options are exemplary in themselves, demonstrating new ways to prepare mature persons as teachers.

The **Early Entry Program** was initiated based on the needs of two groups: (1) mature students, often with families, who are unable to attend full-time because they must work (yet because of their maturity, teaching fields, and ethnicity, are the very persons we wish to encourage to become teachers); and (2) school districts that face difficulty in securing competent teachers in critical shortage areas; i.e., bilingual education, English-as-a-Second-Language, and exceptional education in elementary schools, and mathematics, science, and reading in secondary schools. During the two to three semesters in this program, these prospective teachers:

- Work full time (32 clock hours in a school classroom as a teacher assistant and 8 hours attending teacher preparation coursework that often is conducted in a PDS with student-related experiences);
- Are placed in classrooms with master teachers and are supervised and evaluated by university and school district personnel; and
- Are paid a salary of $1,000 per month for ten months and receive their own computer.

The program was approved by the school boards of collaborating school districts and the Texas Commission on Standards for the Teaching Profession which commended the Consortium for creatively solving a persistent problem in teacher education. Thirty-three (33) students are in the program this year.

Internship Program. Students holding a bachelor's degree who have completed all their program requirements except student teaching may seek an internship in lieu of student teaching. The internship is full-time for one year at a beginning teacher's salary and benefits minus $2,500 for program expenses. Each intern is supported by a school-based mentor, a university mentor, a university supervisor, program staff, and other interns in the program. Interns are released one day per month to observe promising practices and to plan and attend staff development activities with other interns and their mentors. School-based mentors are released six days during the year for training and to work with their interns and university mentors. School districts budget the equivalent of a beginning teacher's salary for each intern, with the difference used to pay for substitute teachers and other program expenses. Forty-six(46) interns are currently in this program.

4. Extensive staff development has enhanced the teacher education program as well as instruction in schools.

The Consortium has provided extensive staff development opportunities to both university and PDS faculty organized around four major topics: diversity, technology, mentoring, and best teaching practices. Workshops have been offered in Saturday seminars, summer institutes, Consortium-wide staff development activities, and programs tailored to individual PDSs. In addition, university faculty teaching in PDSs often work individually with teachers in addition to the more formal staff development. Some of the staff development sessions during the past two years are listed in Exhibit 5.

Exhibit 5: Partial List of Professional Development Workshops

- **Diversity**: Children with Special Needs, Multicultural Education: Strategies that Free All Learners to Fly, Cultural Diversity, Strategies for Supporting the Success of Urban Learners, Strategies for Working with Youth with Limited Language Skills, Making the School Culture Friendly, Developing Cross-cultural Literacy Skills, The Principles of Multicultural Education, Capitalizing on Culture, Building Teachers Interactional and Intercultural Skills, At Risk Student Conference,

Education in a Multicultural Society, Improving Interpersonal and Intercultural Skills, Integrating Diverse Language Learners into the Academic Mainstream

- **Technology**: Software Preview, Use of New Technologies, Computers in the Classroom, ClarisWorks Introduction, TENET Quickstart, Software Preview: English Language Arts k-5, Preview: Math and Science K-5, Multimedia in the Classroom, Learning Styles and Technology, Exploring the Internet, Student Projects in Telecommunication, Creation of Transparencies and slide shows, KIDPIX, Electronic Gradebook, Scanners, Video Cameras, and Quicktakes, Developing Your Own Worldwide Web Home page, Netscape

- **Mentoring**: Peer Coaching, Mentor Teacher Training, Mentoring/Supervising, Portfolio Assessment, Use of Portfolios , Portfolios, Assessment: Portfolios, Resources, and Approaches, Behavior Management, Self Esteem: The Power of Affirmation, Behavior Management for Difficult Students

- **Best Teaching Practices**: Multiple Intelligences, Use of Math Manipulatives, Enhancing Mathematics with Children's Literature, Reflective Inquiry, Educational Reform and the Teaching of Thinking, Creative Teaching Techniques, Creative Training Techniques, Cultural Connections in Math, Process Skills in Science Instruction, Using Diagnostic Instruments in Math.

These programs have addressed primarily the specific, identified needs of individual campuses and teachers. Individual teachers take university courses to enhance their own expertise and secure advanced degrees, but school-wide staff development based on needs of the PDS and the teacher education program are vital.

FINDING: 75% of school and university faculty have engaged in Consortium staff development activities during the past two years.

5. Technology has enhanced the teacher education program.

Technology has served as a tool to increase effective communication, management, and learning in the teacher education program as well as in PDSs. Prospective teachers are required to complete at least one course in instructional technology prior to entering the teacher preparation program. While they are more comfortable with technology than many of the teachers in PDSs, students in schools often are least inhibited. Prospective teachers have introduced a number of new uses of technology to students in schools. Through their efforts, and the extensive staff development sponsored by the Houston Consortium as well as on-going school district inservice offerings, PDS teachers are becoming more comfortable with instructional technology.

The Consortium considers **telecommunications** so important that we have purchased and put on-line our own server. Prospective teachers, PDS teachers and administrators, and university faculty can communicate with each other, access information on the World Wide Web, and communicate with other schools and students using our SLIP connection.

6. Comprehensive evaluation of all aspects of the program by internal and external evaluators provides regular formative and summative data.

Internal Assessments. Data are collected using traditional methods such as rating scales, observations, and check lists related to prospective teacher progress;

effectiveness of various program roles (university faculty, school-based teacher educator); and quality and viability. Prospective teachers maintain portfolios (public and used to demonstrate progress in the program) and reflective journals (private). University classes are rated by students using regular college-wide assessment instruments. These have provided regular feedback on the health of the program.

The efficacy of the consortium and its teacher education program and activities is assessed through a survey conducted by the Region IV Education Service Center each spring. A sample of Consortium members are queried about four topics: technology, collaboration, restructuring, and professional development.

An **external study** of the program, conducted each year by Paul Liberty, Southwest Educational Development Laboratory in Austin, is designed to provide an arms-length assessment of the program. Each spring, Dr. Liberty visits each of the PDSs, the four universities, Harris County Department of Education, and Region IV Education Service Center, observing classes, interviewing participants, and examining materials.

The state of Texas requires prospective teachers to pass an exit test, the ExCET, immediately prior to certification. The results of these achievement tests are analyzed each year to determine the effectiveness of the program.

Texas public schools are required to administer a standardized criterion-referenced test each year, the *Texas Assessment of Academic Skills* (TAAS). Changes in these scores provide hard data related to the potential impact being made by preservice teachers and university faculty in the schools, staff development activities, and increased tutoring of individual students by prospective teachers through this program. These data are analyzed annually.

7. The program is making a difference

...In the way university faculty teach. Courses taught in PDSs with the ready availability of demonstration sites students to tute shifts the focus from theory then practice to theory/practice integrated. Every course block in the Consortium has been modified in the past two years.

...In the way PDS teachers teach. In the most recent survey, 43% of PDS teachers indicated they are teaching differently as a result of Consortium activities.

...In the way prospective teachers teach. One study compared the teaching styles of prospective teachers in the Houston Consortium program and those in the traditional program. They were observed and five students from each class interviewed. Consortium preservice student teachers interacted more often with students than those in the traditional program. Consortium student teachers spent significantly more time than traditionally prepared teachers in (a) responding to student signals, (b) checking students' work, (c) encouraging self-management, (d) praising student behavior, (e) praising student performance, and (f) correcting student performance.

The program is making a difference in the achievement of prospective teachers on the ExCET, Texas' mandated certification test. Exhibit 6 graphs the difference between those students in the Consortium program with those in the traditional program.

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PROFESSIONAL DEVELOPMENT AND TECHNOLOGY SCHOOLS

CAGE ELEMENTARY SCHOOL, HOUSTON ISD
CHANCELLOR ELEMENTARY SCHOOL, ALIEF ISD
HAMILTON MIDDLE SCHOOL, HOUSTON ISD
HOLUB MIDDLE SCHOOL, ALIEF ISD
KENNEDY ELEMENTARY SCHOOL, ALIEF ISD
LANTRIP ELEMENTARY SCHOOL, HOUSTON ISD
LOCKHART ELEMENTARY SCHOOL, HOUSTON ISD
MARTIN ELEMENTARY SCHOOL, ALIEF IS
MILAM ELEMENTARY SCHOOL, HOUSTON ISD
SHERWOOD ELEMENTARY SCHOOL, SPRING BRANCH ISD
SNEED ELEMENTARY SCHOOL, ALIEF ISD
THOMAS MIDDLE SCHOOL, HOUSTON ISD
VALLEY OAKS ELEMENTARY SCHOOL, SPRING BRANCH ISD
WESTWOOD ELEMENTARY SCHOOL, SPRING BRANCH ISD
WOODVIEW ELEMENTARY SCHOOL, SPRING BRANCH IS
YATES HIGH SCHOOL, HOUSTON ISD

HOUSTON CONSORTIUM OF URBAN PROFESSIONAL DEVELOPMENT AND TECHNOLOGY CENTERS

NOVEMBER, 1995

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CAGE ELEMENTARY SCHOOL
HOUSTON INDEPENDENT SCHOOL DISTRICT

CAGE: **C**ommitted to **A**cademic **G**rowth and **E**xcellence!

Mission Statement:

At Cage Elementary it is our mission to provide a safe and nourishing environment where everyone is a learner. We believe in celebrating our uniqueness and embracing our individuality, while preparing ourselves for present and future quality achievement.

Description of School

Cage Elementary School, located on the near east side of downtown Houston, enrolls 790 students in grades PK through sixth. Ninety-five percent (95.0%) of the students are Hispanic; one percent (1%) Asian; two percent (2%) African American and two percent (2%) White. Approximately fifty-five percent (55.0%) of the students are enrolled in bilingual education classrooms. Free and reduced lunch participation has gradually increased to ninety-one percent (91.0%) while the mobility rate of our students has steadily decreased to approximately twenty-four percent (24%). Cage Elementary has a school-wide Chapter 1 program. Listed below are the student characteristics and program enrollment for Cage Elementary as well as for Houston ISD and Texas.

Student Characteristics

	School	District	State
African-American	2.0%	35.7%	14.3%
Hispanic	95.0%	49.1%	35.5%
White	2.0%	12.4%	47.7%
Other	1.0%	2.8%	2.5%
Economic Disadvantaged	91.0%	57.7%	45.1%
Limited English Proficient	60.1%	25.4%	11.8%
Mobility	24.0%	26.4%	21.1%

Program Enrollment

	School	District	State
Special Ed.	6.4%	9.7%	10.7%
Bilingual/ESL	55.1%	21.7%	10.3%

CPDT Integral to Campus

Cage Elementary's School Improvement Plan has targeted three major goals. The first two are instructional goals:

1. Student Achievement in language arts (reading and writing) will increase.
2. Student Achievement in math will increase.

The third targeted major goal supports our endeavors to attain our first two targeted goals:

3. Staff and student attendance will increase.

Impact of the CPDT Program on the School Staff

Last year our school provided internships for seven student teachers. This year we did so for six student teachers. Through the CPDT program, many of our teachers have been influenced in a very positive manner! There have been many areas in which our teaching staff has been influenced greatly by this program. One example is defined below:

> Math classes for the student teachers were held on our campus instead of at the University of Houston's campus. Because of this, a total of fourteen student teachers were able to develop math lessons and present them to groups of students. Traditionally, these lessons would have been presented in front of their peers in a university setting. Our students were able to benefit from this class because they were exposed to small groups of 5-6 with two student teachers per group. Every lesson was rich in the use of manipulatives. Our teachers were also able to benefit from this class because their sole responsibility was to walk around and see the strategies and manipulatives which the student teachers were using to teach the different concepts. Our teachers really enjoyed these lessons and looked forward to participating in more field based classes.

Technology and Integrated Teaching Practices

Cage was already making great strides in the area of technology. Every classroom has at least one Macintosh computer and one printer. The computer lab is equipped with 15 Macintosh computers and our Shared Decision Making Committee (SDMC) has made a commitment to buy more computers for our lab as well as for our classrooms. All our computers have been networked and we have enjoyed using programs such as Quickmail and an electronic bulletin board. This has facilitated communication between teachers who oftentimes are "secluded" in their classroom and find it difficult to share information with their peers. Also, being able to access TENET from every classroom has allowed our teachers to begin learning how to use TENET as a teaching tool.

The Powerbooks which the grant secured for us have provided teachers with a means of "taking technology home" to practice. This has been instrumental in allowing teachers the "play time" which they need in order to begin feeling comfortable with the technology which they are finding in their classrooms. The expertise which the consortium has provided our school with as also been a positive factor in our staffs' commitment to becoming computer literate. It has been wonderful to have had a computer support specialist such as Robert Miller, who was always willing to come out to our campus and provide our teachers with the specific training which they were requesting.

The use of the color scanner, which was also provided through the grant, has served as a motivation for students who needed it in order to complete research projects and science project reports. Last year we were able to have several of our students win at the district's science fair. Their success was due mainly to the fact that they were able to use the computers to create graphs, charts and were able to scan pictures of their experiments into their reports. We have also been using this technology in our Content Mastery Program with both our gifted and our learning disabled students.

Impact on PK-12 students

There are many reasons why achievement has drastically, i.e. new administration, higher teacher expectations, Content Mastery Program, and lower teacher student ratios. We also believe that the consortium has provided yet another reason why achievement scores at Cage have improved. Listed below are the TAAS scores for the past three years:

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	N/A	N/A
GRADE 4	63.6%	79.7%	76%
GRADE 5	N/A	N/A	N/A

READING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	N/A	50%
GRADE 4	20.8%	81.4%	54%
GRADE 5	N/A	51.5%	59%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	44.8%	12%
GRADE 4	7.9%	55.9%	38%
GRADE 5	N/A	38.2%	52%

CHANCELLOR ELEMENTARY SCHOOL
ALIEF INDEPENDENT SCHOOL DISTRICT

Description of School

Chancellor Elementary is a culturally diverse school that serves 1065 students from PK-5th grade. The school is located in southwest Houston. The surrounding community consists of businesses, homes, patio homes, apartments and townhomes.

Ethnicity	Percent
Hispanic	23%
White	19%
African American	23%
Asian	35%

Chancellor's ethnic composition is very balanced, with relatively equivalent numbers of students from each of the four major ethnic groups.

	1992-1993	1993-1994	1994-1995
Student Enrollment	1,017	994	1,059
Mobility Rate	24.9	37.9	NA
Federal Lunch Program	NA	NA	37.2

Mobility is rapidly increasing in the school community, and with it the Federal Lunch Program. The number of economically disadvantaged students in our school increased last year to 37.20 percent. Nearly 30 percent (28.78%) of Chancellor's student population is classified as ESL, 2.6 percent are gifted, and 7.8 percent are in Special Education.

CPDT Integral to Campus

Our campus action plan for 1995-96 includes the following objective: Through the active involvement of the Houston Consortium of Urban Professional Development and Technology Centers, students will have access to a variety of technological instruction in all content areas. HBU students, classroom teachers, and the site based teacher educator will be responsible for achieving this goal.

Impact of the CPDT Program on the School Staff

A total of twenty-seven students from Houston Baptist University were placed at Chancellor Elementary during the winter quarter. All of the students completed a field experience in the area of math and eleven of the interns also completed a science field experience. The science methods course for HBU was taught on the Chancellor campus by our school's science specialist, Nick Pecheux.

The feedback from the Chancellor staff regarding the experience was very positive. The following are some the comments written by teachers on their evaluation of the math field experience:

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"I was reminded of what good teaching is. I got out of my rut because I was expected to be the expert."

"The students loved working with my intern!"

"I was able to spend more time with students who needed my assistance. I also found myself being more critical of my own teaching because I was constantly evaluating the HBU student's teaching."

During the spring quarter, eight HBU students spent twenty hours each observing in classrooms. Again, things went very smoothly and teachers were happy to have an additional pair of helping hands in their classroom.

During the 1994-95 school year teachers at Chancellor were involved in numerous inservice activities. All teachers were required to attend a minimum of fourteen hours of inservice credit on non contract days. Staff members completed the hours by attending several of the inservices offered by our district in the summer, after school and on the weekends. Four of our teachers attended the seminars offered by the Consortium during the summer of 1994 on Instructional Strategies for Urban Youth, Portfolios, and Telecommunications.

During the school year, all math teachers in grades 3-5 attended 20 hours of TAAS training given on our campus by the math specialist. On January 3 all staff members attended a full day of training held on the campus with topics including Macintosh basics, slide shows, problem solving, graphic organizers, spreadsheet, reading and math strategies for the young child. Staff inservices were held every other week on Monday afternoons throughout the school year. Topics for these inservices included inclusion, ESL modifications, laser disks, spreadsheet, Macintosh basics, and telecommunications.

Technology and Integrated Teaching Practices

Chancellor received a 7100 AV machine, Quick Take Camera, LCD panel, two high speed modems, and an overhead projector through the funds provided by the Consortium. This year eight additional computers and several pieces of software were acquired through a combination of state technology funds and our school budget. The school now has a total of 32 Apple computers and 55 Macintosh computers. 15 of the Macintosh computers were provided by Chapter 1 funds.

Technology is a major focus in the building from PK-5th grade. Our computers are used for word processing, distributive practice of skills, multimedia presentations, problem solving and telecommunications. Chancellor Elementary is an open concept school which allows classrooms to easily share computers. Each grade level has 1-3 computer banks consisting of 4-8 computers that are shared. All grade levels have Macintoshes, CD-roms, and Apples and printers for their use. Fifth grade has one IBM that was donated by Best Buy. Phone lines are also available in the grade level areas for telecommunications and research. We also have laser disks, VCRs, video cameras, and Alpha Smarts.

As a result of the Consortium, teachers have been provided with opportunities to attend various technology inservices, technology conferences, ESL inservices, and the Language Minorities Institute. The training received by the SBTE has been shared with many staff members and integrated lessons have been demonstrated in many of the classrooms. Hyperstudio is now available on eleven machines because of a discount received by Chancellor through the Consortium.

Jevon Benson, a learning disabled student, entered fifth grade this year with a negative attitude toward school. He had a long history of being a behavior problem. A combination of supportive teachers and opportunities to work with technology have turned him around. Jevon is now the grade level troubleshooter for all computers. He reads computer manuals for fun and spent his spring break reading the directions for a new kindergarten program so that he could teach it to the younger children.

Several students at Chancellor Elementary were not interested in participating in the annual science fair. The unmotivated kids were given an opportunity to complete projects on the computer rather than in the traditional manner. The students' attitudes toward the project changed almost immediately. The fifth graders used the Quick Take camera and AV machine to incorporate pictures and Quick time movies of their experiments into Hyperstudio projects. The final products were high quality multimedia presentations that the kids had lots of fun developing.

Math students used the Quick Take camera to illustrate mathematical concepts. The processes of measuring and averaging were demonstrated through measurement activities including a football toss and an obstacle course. Children also identified types of angles and triangles found outside the school. They took pictures and classified them.

Fourth grade students used Kid Pix and Hyperstudio to develop multimedia presentations about science and social studies topics. Students demonstrated their knowledge of plants through Level III laser disk presentations. They also summarized information learned about Texas Indian tribes in Kid Pix slide shows.

Fifth graders helped kindergartners take Quick Take photos of a traveling zoo that visited the school. The older children then imported the photos into Kid Works and served as scribes as the younger children wrote stories about their experience.

Impact on PK-12 Students

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	65.0%	N/T	N/T
GRADE 4	90.0%	79.5%	89%
GRADE 5	N/T	N/T	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	80.8%	77%
GRADE 4	79.2%	73.8%	87%
GRADE 5	N/A	58.0%	84%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	49.3%	72%
GRADE 4	65.7%	53.6%	71%
GRADE 5	N/A	72.3%	80%

N/T - Grade and/or Subject not tested or not available

The presence of HBU interns and observers allowed classroom teachers the opportunity to spend more time focusing on instruction. The HBU students frequently served as tutors for both individual students and small groups of students who need help developing skills. It is hoped that the additional help will improve academic achievement of the students at Chancellor Elementary School.

HAMILTON MIDDLE SCHOOL
HOUSTON INDEPENDENT SCHOOL DISTRICT

Description of School

Alexander Hamilton Middle School is located in the North Central Area of the Houston Independent School District and serves approximately 1,167 students in grades sixth through eighth. The current average daily attendance rate for students is 94.2%. The current annual dropout rate for grade seven and eight is 0.5 percent.

The student body ethnic breakdown is 71% Hispanic, 18% Black, 9% White, and 2% other. Approximately 68% of all students are on free or reduced lunches. At this time, 29% of the students are enrolled in honors classes; 11% of all students are enrolled in exceptional education classes; 19% of all students are limited English proficient. Approximately 55% of the students are classified as At-Risk.

There are 60 teachers employed at the school. Over 97% of the professional staff have more than one year of teaching experience. Analysis of ethnicity shows that 43% of the professional staff at Hamilton are Black, 48% are White, 8% are Hispanic, and 2% are other. Forty-one percent of these staff members hold Master's Degrees. The teacher attendance rate is 95%.

On the May 1995 TAAS Test, 64% of the eighth grade students taking the test met minimum expectations in the area of writing. Sixty-nine percent (69%) of eighth-grade students taking the TAAS met minimum expectations in reading and 42% in mathematics. Seventy percent (70%) of the students also met minimum expectations in Science and 60% in Social Studies.

On the May 1995 TAAS Test, 72% of the seventh grade students taking the test met minimum expectations in reading and 47% in mathematics.

Seventy-one percent (71%) of the sixth grade students taking the test met minimum expectations in reading and 56% in mathematics.

Of all students taking the TAAS, 69% met minimum expectations in reading, 49% in mathematics, and 52% in writing.

Twenty percent (20%) of 100 sixth-grade At-Risk students, 18% of 134 seventh grade At-Risk students, and 6% of 119 eighth-grade At-Risk students taking the test met minimum expectations during the 1995 testing. Forty-nine percent (49%) of 127 sixth grade economically disadvantaged students, forty-one percent (41%) of 144 seventh grade students, and thirty-one percent (31%) of 136 eighth grade students taking the test met minimum expectations. Ninety-two percent (92%) of the sixth grade students in the gifted/talented program, 100% in the seventh-grade, and 67% in the eighth-grade met minimum expectations.

The administration, faculty, parents, and community of Hamilton Middle School have united to form a Shared-Decision Making Model that will serve the needs of our students, parents, and teachers. After assessing several SDM models, the SDM Committee has chosen the Quality Management approach which is used in the corporate world with great success. This management approach affords great flexibility in shared decision-making.

Hamilton's goal is to enrich the school environment through the use of modern technology thereby facilitating academic and social growth among students and improving the morale and effectiveness of the teachers and staff. The Quality Management SDM approach is used to establish a learning environment that will produce productive individuals with problem solving capabilities for a technologically advanced society.

Special programs at Hamilton include the following:

1. English as a Second Language(ESL)-A program for students who speak a limited amount of English.
2. Vanguard- A program for Gifted and Talented students based on ability.
3. Honors-A program based on student achievement.
4. Chapter 1- A program for students that are on free or reduced lunches also, those who did not pass one or more parts of the TAAS test and are economically deprived.

The school is located in the Houston Heights area community. The boundaries of the heights area travel between Katy Freeway and Loop 610 to the north and south, and Shepherd and Studewood on the west and east. The neighborhood is dotted with surprising little shops, quaint frame houses and out of the way eateries. Also characteristic are plenty of Mom-N-Pop groceries and services. The Heights is sometimes called the New Montrose. Many residents of the Heights have been there for several generations. It is now drawing young couples who can't afford homes in other Inner-Loop areas. Also, those with a bent for restoring Victorian structures, especially people of Hispanic culture, are practicing their art in the Heights.

CPDT Integral to Campus

Hamilton's Mission Statement

The mission of Hamilton Middle School is to promote achievement, citizenship, and self-esteem by establishing a positive learning environment enhanced by technology.

Target Goals

Hamilton Middle School will:

1. Improve academic achievement in Eighth Grade mathematics, reading, and writing as measured by the TAAS.
2. Improve academic achievement in Grades 6, 7, and 8 in mathematics and reading as measured by the NAPT.
3. Improve achievement and attendance by decreasing the number of out of school suspensions.
4. Improve achievement and attendance by enriching the school improvement through the use of modern technology.

Impact of the CPDT Program on the School Staff

Professional development activities and special training has been on going at Hamilton with the help of the Houston Consortium. We have attended workshops such as: Introduction to ClarisWorks, hyperstudio, TENET Quickstart, Accessing Internet Resources Through TENET and your Modem, Learning Strategies Instruction, The Tools of Multimedia, Macintosh Basics, Basic Computing, Using a Gradebook Program, Word-processing, Using the Laserdisc and CD ROM, SLIP Connections, and Using the Scanner. These are just some of the workshops we have attended.

Last year we had seven (7) student teachers and observers at Hamilton. This year again we have seven (7) student teachers at Hamilton.

Last year one of our student teachers, Hope Strubey, arranged a fieldtrip for her seventh grade honors class at the University of Houston. The students were especially helped by the personal attention that was given to the group. There was a tour of the campus, a visit from the Cougar basketball players, a special luncheon, and student representatives from various subject areas. Our students were able to relate to these students in a positive way as they started to envision themselves in a college setting. Students were greatly helped by this special fieldtrip arranged by a Hamilton PUMA student.

Our university technology specialist has been terrific to the faculty and staff at Hamilton. He has been to our campus several times to train and work with the teachers. Whenever we need specific training all we have to do is call and schedule a date.

The entire technology specialist group has been good to the Hamilton faculty. They have given up their time to give us a full day of technology training together in the past. We are also planning another such day for next year.

Teachers are excited about technology and other forms of staff development at Hamilton. Last summer the Consortium sponsored a Summer Institute and several teachers from our school attended.

This summer we are planning to attend the Summer Institute again. Also, we are planning a three day Summer Institute at Hamilton to further meet the needs of our teachers and students.

Technology and Integrated Teaching Practices

The technological equipment that Hamilton has secured because of the grant has been wonderful. We have two- Macintosh computers, a Laserdisc player, a 27 in. Samsung monitor, 4 Laptop computers equipped with modems, 1 lap-top computer (with built in modem) on loan, 2 carts, a scanner, a Dukane projector, and a video camera.

Teachers who do not have modems of their own frequently use our computers to check their e-mail. The installation of the phone line has made this very accessible for the teachers.

Teachers are able to wheel the equipment into their classrooms. They simply check it out and return it when finished.

The video camera was used once for a fieldtrip to the zoo. Students were videotaped from various locations around the zoo. Their interest in the unit they were studying was increased.

Presently Hamilton is taking part in a telecommunications project with National Geographic and Kid's Net. The project is entitled "What is Our Soil Good For? Students gather data in their science classroom. The data is later summarized and ready to be shared with their team-mates across the country and even outside the country. The students are very excited.

Our school's technology specialist is presently planning a proposal to get technology training and equipment for ten (10) teachers to further expand our technological effectiveness.

As a result of the demand for using the 27 in. monitor, the science department has purchased one of their own.

The school has purchased additional computers and placed them in various classrooms. For example, the science classrooms now have AV computers in them. Later these computers will be networked. Thanks to the consortium the science teachers will be prepared for this.

Impact on PK-12 students

The impact of having the PUMA students at Hamilton has been great. The interns have worked very closely with the students in both years of the program. One eighth grade student was helped to get into the high school that she wanted by the student teacher. The student was very happy because of the personal help she received.

One of our student teachers was very helpful in naming a new and very special program that we are planning at Hamilton. The program is for over-age and at-risk students. We will call it DASH- Dedication and Acceleration for Students at Hamilton.

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 8	N/T	52%	64%

READING	1992-1993	1993-1994	1994-1995
GRADE 6	-	63%	71%
GRADE 7	-	72%	72%
GRADE 8	-	69%	69%

MATH	1992-1993	1993-1994	1994-1995
GRADE 6	-	51%	56%
GRADE 7	-	56%	47%
GRADE 8	-	49%	42%

SCIENCE	1992-1993	1993-1994	1994-1995
GRADE 8	-	-	70%

SOCIAL STUDIES	1992-1993	1993-1994	1994-1995
GRADE 8	-	-	60%

(-) - NOT IN PROJECT

Other Relevant Ideas, Outcomes, or Benefits

The PUMA interns put together a newspaper using ClarisWorks. The paper was of a comical nature, however, the skill in using the program was demonstrated at that point.

The PUMA students were asked to host the Hamilton middle School booth at the Schools of Excellence Convention this year. The students again used ClarisWorks to prepare a wonderful brochure about the PUMA program at Hamilton Middle School. Copies were made and handed out at the Schools of Excellence Convention.

The PUMA students also prepared "The PUMA Story " using hyperstudio. The information was informative and presented in a different at the Schools' of Excellence Convention.

HOLUB MIDDLE SCHOOL
ALIEF INDEPENDENT SCHOOL DISTRICT

Description of School

Holub Middle School was built in 1981 and is located in Southwest Houston. The school was named for James Holub a long-time Alief resident. Mr. Holub served as secretary of the Alief ISD School Board for five years during the seventies and still remains active in the community. Staff includes a principal, three assistant principals, three full-time counselors, a nurse, a full-time diagnostician, a half-time school psychologist, and a faculty of approximately eighty-two teachers and support staff.

Holub serves students in sixth, seventh, and eighth grades. The community surrounding Holub consist of single family dwellings, apartment complexes, and several town homes and condominiums. There are no major businesses located in the area.

Holub is recognized as a mentor school for the state of Texas. The school is organized in academic interdisciplinary teams. For the 1995-1996 school year, Holub will be initiating block scheduling. Students will attend four class periods for ninety minutes alternating every other day.

Enrollment consists of approximately 1,325 students. Holub's student population is very culturally diverse and ethnicity of students is as follows.

Hispanic	15%
African American	25%
Asian	32%
Caucasian	32%

There are approximately 30% of students participating in the free or reduced meals program. During the 1993-1994 school year, the mobility rate was about 30%.

Special programs taking place at Holub include English as a Second Language (ESL - 100 students), Special Education (130 students), and Advisory Periods each day. There have been a variety of student awards and achievements this year.

CPDT Integral to Campus

The Holub Campus Action Plan for the 1995-1996 school year specifically includes the Houston Consortium in strategies aimed at meeting Goal I which states:

> Student academic success will be strengthened in the areas of: problem solving, summarization, and elaboration in written work.

One of the strategies to accomplish this objective is to provide staff development and implement effective school based technology programs to increase achievement. Some of these staff development programs will be presented and funded by the Houston Consortium. Staff will in turn take that knowledge back to the classroom where it will benefit Holub students and Houston Baptist University interns alike. Other strategies for accomplishing Goal I include the use of technology in the classroom. Both hardware and new software programs will be used in the areas of problem solving and summarization. Strategy 8 for under Goal I specifically states, "Teachers will emphasize problem-solving skills using specific software in Holub Maclab, Tech Ed, and computer literacy labs.

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Impact of the CPDT Program on the School Staff

Holub has provided opportunities for staff development throughout the year. Several Phase I and Phase II technology sessions have been offered by the Consortium. Members of the Holub staff have participated in these including:

Title of Inservice	Presenter
Basics of Computer Drawing/Painting	Marta Fabris-HBU Tech Sp.
Intermediate TENET	Larry Ponder-Kennedy Sp.
Basic Word Processing Skills	Charlie Blake-TSU Tech Sp.
Slide Show Tools	Robert Miller-UH Tech Sp.
Introduction to Laser discs/Interactive Laser discs	Tim Murphy- UST Tech Sp.
Multimedia/Slideshows	Marta Fabris-HBU Tech Sp.

Several Houston Baptist University students were based at Holub for field experience this year. Houston Baptist is on the quarter system so the break-down of our university field service students was done by quarters. The first quarter, we had the Initial (generic rotation) Kaleidoscope program with two university students. During the winter and spring quarters there were no secondary interns from HBU, however we did have three student teachers from the University of Houston. Houston Baptist also piloted a new "Early Experience" course and placed eight university students in Holub classrooms to serve as "teacher aides". For many of the university students, this was their first venture into the world of education, and hopefully some of them will consider it as a viable option for their future! Needless to say, having ten extra teachers in the classroom greatly enhanced instruction! Feedback from the university students indicated that they too, learned many practical methods and strategies to use in the classroom.

Technology and Integrated Teaching Practices

As this was Holub Middle School's first year in the consortium, much funding was spent on technology hardware and software. Below is a list of items secured through the consortium grant: one Mac 475, one Mac Performa 636, one Apple 14" monitor, one Apple keyboard, one Apple Color One-Scanner with accessory kit, one Hewlett Packard Desk Writer Printer, one Infocus PanelBook 550 LCD Panel, one Dukane 4003 overhead Projector, and one Bretford A/V Equipment Cart. The campus also used consortium funding to have several phone lines installed for telecommunication purposes.

It took almost the entire year to amass the right equipment, so the Holub staff got off to a late start utilizing it! Many of the staff took advantage of TENET and with the added phone lines, they are looking forward to continued and more extensive use next year.

Students in ESL classes enjoyed using the equipment in their daily instruction. Many students have used technology for special history projects about the Holocaust and World War II.
They are looking forward to much more extensive use of the newly arrived multimedia equipment next year.

TAAS Scores and Impact on Students

On the next page, you will find the TAAS scores for Holub Middle School for the past two years.

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 8		84%	71%

READING	1992-1993	1993-1994	1994-1995
GRADE 6	-	84%	82%
GRADE 7	-	87%	85%
GRADE 8	-	86%	79%

MATH	1992-1993	1993-1994	1994-1995
GRADE 6	-	83%	67%
GRADE 7	-	85%	68%
GRADE 8	-	81%	62%

SCIENCE	1992-1993	1993-1994	1994-1995
GRADE 8	-	-	86%

SOCIAL STUDIES	1992-1993	1993-1994	1994-1995
GRADE 8	-	-	71%

(-) - not in project and/or subject not tested

Having university students on the campus was beneficial for the Holub teachers as well as the Houston Baptist University students. One of the benefits will hopefully be the recruiting of more teachers for middle school positions. The Early Experience students from HBU were a wonderful asset working in the classroom as aides, thus freeing teachers for more instruction time. We look forward to hosting more field based students next year.

Students also enjoyed positive outcomes from Holub's collaboration with the Consortium. A new type of instruction was employed this year. We had twenty modules in our Technology Education Lab. These modules, from Synergistic, are technology driven and include such topics as Computer Aided Drafting, Radio Broadcasting, Aerospace, etc.. Teachers were able to give more on-to-one attention with the addition of Early Experience aides and other interns in the classroom. Finally, test scores in several areas showed improvement.

In consensus, Holub's initial association and collaboration with the Houston Consortium has been a very positive experience. **We are looking forward to continued success together!**

KENNEDY ELEMENTARY SCHOOL
ALIEF INDEPENDENT SCHOOL DISTRICT

Description of School

Kennedy Elementary School was built in 1975 and is located in Southwest Houston. The school was name for Michael J. Kennedy, an Alief resident, who died of cancer at the age of ten. Staff includes a principal, an assistant principal, a counselor, a nurse, a half-time diagnostician, a quarter-time school psychologist, a full-time speech pathologist, six content specialists, and a faculty of approximately 73 teachers and support staff.

Kennedy serves grade levels from Pre-kindergarten all the way through Fifth Grade. The community encompassing Kennedy includes single family homes, apartment complexes, and several townhouses and condominiums. There are no major businesses located in the immediate area.

Special characteristics of the campus include being named a Governor's Gold Star School and also being a member of the Partnership School Initiative (P.S.I.) from 1992 through 1997. Kennedy is also a magnet School for the district's Bilingual and Pre-K programs and draws students from nine neighboring school zones.

Enrollment consists of 1841 culturally diverse students. The ethnic breakdown of the school population is as follows:

Hispanic	34%
African American	28%
Asian	18%
Caucasian	28%

There are approximately 48% of students participating in the free or reduced meals program. During the 1993-1994 school year, the mobility rate was about 29% and seems to be on the rise.

Special programs at Kennedy include the Bilingual Program and an innovative mixed-age program. The mixed age program provides primary strand fro grades one and two and an intermediate strand for grades three, four, and five. Students can move between strands on academic levels rather than grade levels.

CPDT Integral to Campus

The Kennedy Campus Action Plan for the 1995-1996 school year includes goals which involve the Houston Consortium for Professional and Technological Development.

Our main goal consists of achieving mastery of academic skills in the area of reading, writing, and mathematics which will facilitate Kennedy students to excel in literacy, communication, critical thinking, responsibility, and innovation. Strategies to accomplish this goal include implementation of a district/campus technology plan which utilizes much of the equipment purchased with consortium funds. The consortium funding has made available increased staff development for our teachers in the major content areas and selected programs that address the diverse needs of our student population.

Through our participation in the Consortium, we have been able to add approximately thirty more "teachers" (university students) to our classrooms. This has enabled more individualized instruction to occur, thereby meeting the needs of more students.

Impact of the CPDT Program on the School Staff

Kennedy has successfully provided practical staff development and training throughout the year. The Houston Consortium has been an integral part in the delivery of this training. A detailed list of trainings conducted throughout the year is as follows:

Title of Inservice	Presenter
Introduction to the Mac	Stephanie Araiza
Introduction to the Mac	Kelly McBride
Introduction to ClarisWorks	Larry Ponder
Children's Writing & Publishing	Sandra Manesh
Logo Writer	Tracey Haack
Kid Works 2	Kelly McBride
Writing Center	Kelly McBride
C.D. ROM Overview	Kelly McBride
Introduction to TENET	Larry Ponder
KidPix	Kelly McBride
ClarisWorks Sideshow	Larry Ponder
Basics of Computer Drawing/Painting	Marta Fabris-HBU Tech Sp.
Intermediate TENET	Larry Ponder
Basic Word Processing Skills	Charlie Blake-TSU Tech Sp.
Slide Show Tools	Robert Miller-UH Tech Sp.
Introduction to Laser discs/Interactive Laser discs	Tim Murphy-UST Tech Sp.
TENET Quickstart	Larry Ponder
Math Software Overview	Larry Ponder
ClarisWorks Spreadsheet	Cyndi Bird
ClarisWorks Drawing/Painting	Larry Ponder
ClarisWorks Database	Kelly McBride
Intermediate ClarisWorks	Larry Ponder
Sideshows with ClarisWorks/KidPix	Kelly McBride
TENET Online	Larry Ponder
Peripherals & Multimedia	Kelly McBride
TENET Resources	Larry Ponder
Multimedia/Slideshows	Marta Fabris-HBU Tech Sp.
SLIP Connection	Marta Fabris-HBU Tech Sp.

The Consortium also made it possible to attend a variety of summer inservices (1994) including: AIMS, and several at Region IV dealing with multimedia and multicultural education.

Many Houston Baptist University students were based at Kennedy for field experience this year. Houston Baptist is on the quarter system so the break-down of our university field service students was done by quarters. The first quarter, we had the Initial (generic) Kaleidoscope Program with 6 university students. During the winter quarter, we had 4 students for the Kaleidoscope Bilingual Math/Science rotation. The third (and final) quarter brought 12 university students to Kennedy for the Language Arts rotation of the Kaleidoscope Program. Due to this positive field experience, several HBU students are hoping to student teach at Kennedy in the Fall. Houston Baptist also piloted a new "Early Experience" course and placed 9 university students in Kennedy classrooms to serve as "teacher aides". Needless to say, having 31 extra teachers in the classrooms greatly enhanced instruction! Feedback from the university students indicated that they too, learned many practical methods and strategies to use in the classroom.

Technology and Integrated Teaching Practices

Kennedy was fortunate to have been a part of the Houston Consortium during the 1993-1994 school year. Much technology equipment was purchased with consortium funds including a Mac Centris 660, a Mac Centris 610, a flatbed scanner, a video camera, a panel book projector, and an interactive laser disc player. This year we used our consortium funding for staff development and attendance for the TCEA Conference in Austin, Texas. Remaining funds were used to add six additional phone lines in the campus library and also to provide needed materials for our pre-service teachers. Some district and outside funding was also used to extend the use of technology.

Our teachers are employing (and enjoying) a variety of technological practices to help integrate instruction. Many teachers use TENET to keep up with the latest educational online news. Alpha-Smarts was used in third, fourth, and fifth grade classrooms to increase the availability of word processing for various assignments. The use of Interactive laser disc players greatly enhanced the reading, social studies, and science curriculum. Several teachers used telecommunications via National Geographic and Scholastic Online in conjunction with curriculum in several areas.

Many of our student accomplishments overlap with those listed above and in the field of technology, oftentimes the roles are reversed with the students becoming the "teachers". Two of our fifth graders visited Holub Middle School to "teach the teachers" how to use the Quick Take camera. Students from kindergarten and first grade were producing their "own" books using Scholastic Wiggleworks. Fifth grade students actually chose to give up recess in order to read the electronic encyclopedias. Our media center was a busy place with students vying for time on our multimedia computer station to work on a variety of projects in all content areas! Kennedy held a Parent Technology Night in the spring to help acquaint parents with the many types and uses of technology which we employ. Students demonstrated and parents were able to get "hands on" knowledge of a variety of programs like Lego-Logo, Laser Disc Players, sideshows created with HyperCard and the Quick Take Camera, and even telecommunications.

TAAS Scores and Impact on Students

Below are the TAAS scores for Kennedy Elementary School for the past couple of years.

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	-	N/T	N/T
GRADE 4	-	93.2%	85.4%
GRADE 5	-	N/T	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	-	90.1	90.8%
GRADE 4	78.2%	85.9%	92.9%
GRADE 5	-	85.4%	87.4%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	-	75.7%	85.3%
GRADE 4	74.4%	78.6%	89.5%
GRADE 5	-	73.6%	89.5%

N/T - Grade and/or Subject not tested
(-)- not in program

There have been many positive results attributed to having the Houston Baptist University students in our classrooms. As the above test scores indicate, achievement has improved! Kennedy had one of the highest attendance rates of all district elementary schools. Obviously more one to one personal attention and individualized instruction has occurred. The addition of the HBU Early Experience aides enabled teachers to spend more time on instruction and less time on management. Further evidence of consortium impact is that computer competency has improved at every grade level. Kennedy was able to offer it's faculty a vast array of staff development options related to technology. Needless to say, this staff development has had a "trickling down" effect and Kennedy students put technology to use every day! As our school slogan says, **"Kennedy Students Capture the Future!"**

LANTRIP ELEMENTARY SCHOOL
HOUSTON INDEPENDENT SCHOOL DISTRICT

Mission Statement

Lantrip Elementary School is dedicated to providing a supportive, safe, nurturing environment which ensures an enthusiasm for learning and academic excellence. We will identify each student's level of development, address his/her needs and maximize his/her potential. It is our desire to create a working partnership with our families, school, and community that develops social responsibility and an appreciation for the contributions students will make to the future of our society.

Description of School

Dora B. Lantrip Elementary School is located in the city's "near East End," one of Houston's oldest neighborhoods. An assessment of the socio-economic make-up of this area finds most of its inhabitants in the lowest economic strata, with most families living near or below the poverty line. As a result of these conditions, it is not a surprise that 82% of the students participate in government sponsored nutrition programs. The student attendance averages around 97%.

There are 41 classroom teachers, 18 of whom are certified bilingual teachers. There are four special education teachers and five ancillary teachers. Student population averages 890, in grades prekindergarten through sixth grade. The student ethnic distribution is as follows:

Hispanic	89%
White	6%
African American	3%
Asian	2%

Over half of the student population (53%) is Limited English Proficient (LEP) with bilingual and/or ESL classrooms at every grade level. Approximately 7% of our students receive special education instruction through an inclusion program utilizing a Help Center and self-contained instructors. Special programs at Lantrip include Bilingual, ESL, school-wide Chapter I, and Environmental Science Magnet.

The Lantrip Environmental Science Magnet School is a school within a school magnet program. There are currently 135 students in the program at grades K-5, with one classroom at each grade level. Eighty-four of the students enrolled in the Magnet program come from schools other than Lantrip.

CPDT Integral to Campus

Lantrip Elementary TAAS results indicate that a significant percentage of third and fourth grade students scored below the state's 90% passage rate in all sub tests. The demographics of the school suggest that a large number of students are "at-risk," therefore the school is concentrating on an interdisciplinary approach to instruction using a wide variety of instructional strategies to improve scores.

The School Improvement Plan contains two major goals to address the above concerns and for each goal strategies are included in the plan to address the areas of need.

The two major goals are:

1) Student achievement will improve each year until Academic Excellence is met.
2) The attendance rate will improve to reach the district's set goal.

The Consortium activities and goals are included in the School Improvement Plan (SIP) as strategies. These strategies are listed below.

1. University student interns and student teachers will tutor small groups on practice TAAS materials and assist teachers in the preparation of such materials.

2. University professors from the Consortium will conduct professional development seminars at the school campus to address learning styles and curriculum development.

3. Computer equipment i.e. LCD PanelBook, computer, overhead, and scanner will be used to demonstrate the writing process with all grade levels.

4. The television and laser disc player will be used to enhance the writing process using visual prompts.

5. The student teachers will assist with school-wide activities ie. Math Bowl, Learning by Earning, Invention Convention, Science Fair.

6. Teachers will receive on-going training in basic computer literacy and the integration of computers into the curriculum.

Impact of the CPDT Program on the School Staff

One of the most important impacts that the Consortium has had on Lantrip Elementary is the numerous amounts of professional development opportunities afforded to the teachers, staff, and interns. The professional development has centered around technology which has opened the eyes of teachers to the wide array of technological ideas and strategies. Teachers and interns can work side by side at workshops to learn the latest in technology for the classroom.

Not only have the professional development opportunities been made available, but a technical expert is at the fingertips of all involved with the Consortium. The School Based Teacher Educator (SBTE) and the teachers are able to contact him about inservices, technology problems, individual needs, and instructional strategies. This extra technical support has made the first phase of technology very successful for the teachers, as well as for the students.

Another very beneficial staff development component was the Language Minorities Institute which was held in March. Lantrip was able to send seven teachers who gained valuable information regarding language minority students and the developments of the newly entitled Title I program. Teachers were able to share this information with their colleagues and even had some new information for the school principal.

This past year Lantrip had nineteen university students on campus. These students were able to observe in every grade level. While part of them were serving as interns the other group was performing their student teacher responsibilities. Twenty-five teachers were able to mentor the students through-out the semester. Lantrip also housed two of the methods classes for the students. The Science teacher was the university professor in charge of science methods. The students also attended a language arts methods class at the school.

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Technology and Integrated Teaching Practices

As its first year in the Consortium Lantrip received numerous pieces of technology for classroom use and for resource availability. One of the major acquisitions has been the computer cart which holds the computer, the color scanner, the LCD panel, and the overhead projector. Another important resource has been the television with the laser disc player and the modem with the telephone line installed. The Consortium has also provided the SBTE's with the use of a laptop computer to check out on a yearly basis.

One of the largest expenses this year for Lantrip has been the purchase of computers in all fourth grade classrooms. Teachers used money from the Chapter I budget to buy a computer as compared to other grade levels buying a teacher aide. Not only are teachers buying computers for their classrooms, but they are also buying home computers and getting on line to access resources through the Internet.

The acquisition of such new technology has really inspired teachers to try new things in their classrooms. They are experimenting and teaching with CD ROMs to provide students with the most current historical happenings. They are also using the LCD panel to teach the writing process, which is an area where the students need improvement.

One of the most current examples of students using computers was in the planning and organization for our Hispanic American Cultural Fair. Each grade level had two countries to research and then provide information to all grade levels at a fair-like setting. Students used their CD ROMs to bring up current information about their country and they made prints of the country's flag and geographical location. They then used this information to provide a hand's on activity for all grade levels.

Impact on PK-12 Students

As the first year in the Consortium concludes the test scores can not yet be accessed to notice any improvement as we receive the results later in the summer. What are included are the TAAS and SABE test results from the past two years. Some grade levels do not have scores because in that year that test was not given to that particular grade level. Also this year was the first year that Lantrip had sixth grade on the campus.

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	65%	N/T	N/T
GRADE 3 SPAN.	58%	N/T	N/T
GRADE 4	78%	69%	85%
GRADE 5	-	-	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	75%	80%	79%
GRADE 3 SPAN.	62%	N/T	46%
GRADE 4	53%	58%	72%
GRADE 5	N/T	58%	75%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	88%	66%	77%
GRADE 3 SPAN.	82%	N/T	42%
GRADE 4	48%	34%	71%
GRADE 5	N/T	51%	61%

N/T - Grade and/or Subject not tested or not available

SABE is a national norm referenced test from CTB Macmillan/McGraw Hill. Below are the results for the past three years.

Percent Passing SABE Sections

SABE Tests	1992-1993	1993-1994	1994-1995*
READING			
Grade 1	83%	67%	
Grade 2	57%	57%	37%
Grade 3	21%	63%	
Grade 4	33%	23%	
Grade 5	36%	27%	27%
MATH			
Grade 1	67%	56%	
Grade 2	44%	58%	45.8%
Grade 3	29%	63%	
Grade 4	67%	23%	
Grade 5	64%	60%	46%

* Only Grade 2 and 5 were tested in 94-95

One of the greatest impacts that the Consortium has had on students is the interns' work in each individual classroom. It has provided students with more individual attention and it has brought new learning strategies into classrooms and the school environment. The interns have also assisted teachers with classroom management and opened doors for some to seek help and advice from colleagues and/or administrators. The whole program has strengthened the notion of mentoring thus creating stronger teachers and more effective classrooms.

Other Relevant Ideas, Outcomes, or Benefits

The Consortium has provided the school with an opportunity to network with other schools and universities. It has afforded teachers and administrators with the opportunity to sit on committees and to have their opinions heard and noted. This collaboration allows teachers and interns to gain knowledge in many various ways. It has allowed Lantrip's teachers, staff, and interns to become more professional and to use these professional strategies in effective classroom instruction.

LOCKHART ELEMENTARY SCHOOL
HOUSTON INDEPENDENT SCHOOL DISTRICT

Description of School

Lockhart Elementary School serves an enrollment of 556 students in Prekindergarten through fifth grade, as of October,1995. Of this total, 95 percent of the students are Black, 1 percent Hispanic, and 4 percent White /Other. Approximately 19 percent of these students are on approved transfers from other schools. Of the total approved transfers, 80 percent are magnet transfers, 17 percent are special hardship transfers and 2 percent are exceptional education transfers. A total of 68 percent of the students qualify for the free meals program and 7 percent for reduced meals. The attendance rate for 1993-94 school year was 96.5 percent.

Approximately 10 percent of the student population qualifies for Exceptional Education services and 1 percent are limited English-proficient. A total of 12 percent of the student qualify for the SIGHTS (Supplemental Instruction for Gifted, Highly Talented Students) program. Lockhart is a Schoolwide Chapter 1 school, and the program serves all students.

All students in kindergarten through fifth grade are considered magnet students and participate in the magnet program for technology, science and mathematics known as Lockhart Technology Academy. A total of 125 students are also enrolled in the Extended Instructional Day Magnet program.

The Lockhart consists of 27 classroom teachers and 10.5 ancillary/specialty teachers, of which 63 percent are Black and 37 percent are White/Others.

The racial composition of the neighborhood is 88 percent African-American, 7 percent Hispanic, 1 percent Asian-American, and 4 percent White/Others. Single women head 78 percent of the households. About 40 percent of the families live below the poverty level.

The Impact of the CPDT program on the School Staff

There has been a great amount of impact of the CPDT on Lockhart staff through their participation in the many professional development activities. Some of the activities involved all of the staff while others involved smaller groups including the mentor teachers.

The technology training and workshops were:

1.Tenet and ClarisWorks	Region IV
2. Introduction to ClarisWorks	Region IV
3. Introduction to Tenet and Multimedia	Region IV
4. Tenet Quick start	Region IV
5. Technology Plus	U. of H.
6. Restructuring Schools	U. of H.
7. Integrating Telecommunication Into the Classroom	U. of H.
8. Tenet and ClarisWorks	Lockhart
9. Tenet	Lockhart
10. ClarisWorks	Lockhart
11. Using the Computer in the Classroom	Lockhart (all staff)
12. Culturally Responsive Classroom Management	Lockhart (all staff)
13. Utilizing Technology Resources to Impact Achievement	Lockhart (all staff)

14. Issues and Strategies for Educating African -American Children	West chase Hilton
15. The Regency Teaching System	Hyatt Regency
16. Access and Equity	Stouffer Hotel
17. Capitalizing on Culture to Enhance Achievement	T. S. U.
18. Enhancing Your ClarisWorks Presentations with Video	H. B. U.
19. Diversity in The Classroom	Dallas

There were a total of 22 interns (observers) and 8 student teachers in Lockhart schools the spring, summer, and fall of 1994, and the spring of 1995. We have a total of 9 interns in the fall of 1995.

Technology and Integrated Teaching Practices

Lockhart is a Magnet School which has as one of its main components, technology. All students receive technology instruction in the lab by the school's technologist . Several of the teachers have integrated technology to some extent in their classrooms. Since becoming a CPDT school, several teachers have expanded the use of technology in the classrooms, utilizing new skills learned and equipment provided by the program.

The consortium grant provided additional equipment for our lab . The use of this new and updated equipment continues to be a focal point for the staff and, in particular, for the mentor teachers. Many hours of training have been devoted to utilizing this equipment in the classroom resulting in increased interest in and use of technology, both in the lab and in the classrooms. Teachers have made requests for additional computers for classroom use.

One highly motivated teacher and her class began work with the World Wide Web in the spring of 1995. The activity was an excellent motivator for self discipline, as well as for academic skills.

Impact on Students Pre-K-Fifth Grades

The project has had impact on the students at Lockhart. It has provided inclusive and overall help and growth. An excellent foundation is now established for which technology can be part of the daily classroom practices.

The interns provided one- to- one tutoring, as well as small group tutoring which helped the students in achievement and self esteem .The interns have also encouraged some teachers to become more interested in technology skills because of the interns' use of technology in the classroom. We will be continuing this year to utilize technology to increase our student achievement.

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/T	N/T	N/T
GRADE 4	84.7%	81.9%	80%
GRADE 5	N/T	N/T	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	73.5%	63.1%	63%
GRADE 4	53.4%	68.1%	76%
GRADE 5	N/T	72.6%	65%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	46.2%	48.8%	49%
GRADE 4	39.3%	37.5%	58%
GRADE 5	N/T	46.8%	50%

N/T - Grade and/or Subject not tested or not available

MARTIN ELEMENTARY SCHOOL
ALIEF INDEPENDENT SCHOOL DISTRICT

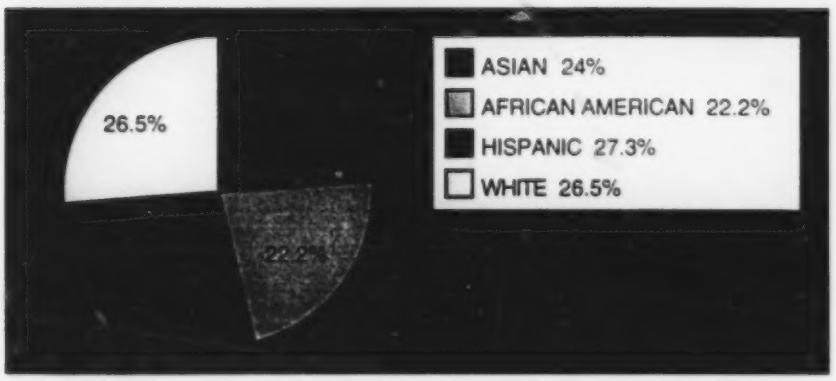
Description of School

Alief ISD was established in 1917 and encompasses 36.6 square miles in southwest Houston. Martin Elementary is 25 years old and opened it's doors to the first class of students on August 24, 1970. Martin Elementary was named after A. J. Martin who helped organize the Alief Independent School District. Martin's Staff includes one full time principal, an assistant principal, a counselor, a nurse, and five content specialists.

Martin services grades Pre-K through 4th grade. The instructional program at Martin centers on teaching techniques which strive to ensure that each child receives individual attention and appropriate instruction. The basic curriculum includes a balanced program of language arts, math, science, health, fine arts and social studies. Special programs offered on campus include: Chapter 1, ESL, Gifted & Talented, and the TLC Special Education Central Programs.

The community encompassing the Martin Campus includes mostly single family homes. Martin serves one apartment complex and some townhouses. Many children walk, some ride the bus and others are picked up by cars. Martin's boundaries include Beechnut, Boone, Bellaire, and Cook Roads. The YMCA provides after school daycare. Martin's total enrollment this school year included 910 students whose families originated from many different countries. Minority enrollment is steadily increasing. The ethnic population of the school is represented in the following chart:

Martin Elementary Student Enrollment
1994-1995



CPDT Integral to Campus

The Martin Campus Action Plan for the 1995-1996 school year includes goals which contain an improvement plan which involves the Consortium.

GOAL 1 IN THE CAMPUS ACTION PLAN
The first goal is to be academically successful in the areas of reading, writing, and mathematics; specifically in the areas of reading comprehension, grammatical usage and problem solving. One of the strategies to accomplish this objective is to provided staff

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development and implement effective school based technology programs to increase achievement. Some of these staff development classes will be presented and funded by the Houston Consortium. A second strategy is to use a variety of multimedia presentations in the classroom; this will involve providing the university interns will an opportunity to use multimedia in their presentations as well as providing hands on learning for the Martin students.

GOAL 3 IN THE CAMPUS ACTION PLAN

Another goal is to develop life long learners to meet the challenges of a technological society by improving students' abilities to use technology to obtain information, to communicate thoughts and data and to solve problems. One of the strategies to accomplish this goal is to make parents and the community aware by arranging the Fall Festival of Learning. Another strategy to obtain this goal is to have teachers provide opportunities for students to interact and develop a variety of mentoring strategies with student peers and student interns. Lastly, the Houston Consortium will provide technical training to assist in implementing the district's technology programs and goals. The evaluation plan is to administer technology checklist and record progress which will be accompanied by an individual portfolio.

Impact of the CPDT Program on the School Staff

Professional Development and special training has been provided to the Martin Staff. The focus has been in the areas of integrating technology in all content areas, as well as promoting multi-cultural activities. Training was assisted by Region IV, Harris County, consortium staff, district staff, as well as on campus resources. Training was provided in: TAAS strategies, improved instruction in content areas, discipline management, inclusion for special students, strategies to use with ADHD students, uses of various application software, multi-media presentations, and telecommunications through Tenet and Consortium provided Slip Accounts.

The following is an account of the professional development and training activities provided to the Martin Staff funded by the Houston Consortium Technology Center.

MARTIN STAFF	IN-SERVICE
Becky Frantz- Teacher Grade 1	ClarisWorks Slide Shows
Julie Little- Teacher Grade 2	Mac Basics
Tim Dean- Teacher Grade 3	ClarisWorks WP
Kristin Lemen- Teacher Grade 1	ClarisWorks- Spreadsheet Slide Shows, and Graphics
April Rathburn - Technology Specialist	T.C.E.A. Conference Tenet Quickstart Desktop Publishing Advanced ClarisWorks 3 day Multi-Media Institute
Tracie Sample - Librarian and Media Specialist	T.C.E.A. Conference Desktop Publishing
Cyndi Rader- Teacher Grade 3	T.C.E.A. Conference Assistive Technology for Inclusive Classroom
Karen Kasuls - Teacher Grade 3	Tenet Quickstart

The Consortium has offered other various staff development to the UST interns as well as the Martin staff. The topics included were:

1. Improving Interpersonal and Intercultural Relations presented by Dr. Ligons of TSU.

2. Basic Word Processing Skills, Introduction to Laserdiscs and Interactive Laserdiscs, Basics of Computer Painting and Drawing, Slide Shows and Presentation Tools, and Enhancing Your ClarisWorks Presentations with Video Input presented by the Consortium Tech Specialist.

(Marta Fabris, Charlie Blake, Tim Murphy, and Robert Miller)
Training and technical assistance was offered weekly on the Martin Campus provided by the (S.B.T.E.) Lynn Kabazi and Tim Murphy UST Technology Specialist.

Fourteen (14) UST Interns were based at Martin Elementary this year 1994-1995. The UST Interns assisted the Mentor teachers in classroom activities and provided tutoring to students. Intern Jennifer Parks worked with third grade on Kidsnets and Hyperstudio presentations. Veronica Martinez worked with second graders on a Penguin Kid Pix Slide Show. Growth and maturity of the interns was exhibited during the last video taped lesson. The Consortium project provided the UST interns with the opportunity to observe effective modeling strategies which improves training for future aspiring teachers. It also familiarizes the interns with district policies as well as recruitment opportunities. The benefits the interns provide to elementary students will be confirmed during student teaching and post-graduation teaching assignments. The future goal of the Consortium is to increase the implementation of technology into the interns future lessons. The interns left with valuable information for the future.

Technology and Integrated Teaching Practices

The following is a list of technology equipment secured through the Consortium grant: two(2) PowerBook 150, Quicktake Digital ,Power Mac 6100/60 AV, Color Scanner with Accessory Kit, HDI-30 SCSI Disk Adapter, Apple AudioVision 14" Display, Internal CD ROM, Apple Design Keyboard, Power Mac AV Card, two (2) HP Deskwriters, MacCable-10 Mac Serial Cable, Magnum 288 Fax Modem, 200 MB Power User Removable SyQuest, three(3) AverKey for Macintosh, Modem Cables, Belkin PhoneNet Connectors, and a Global Village 14.4 Internal Fax Modem for the PowerBook.

Martin has purchased the following technology hardware with district and Chapter 1 funding: ten (10) Macintosh 575, three (3) scanners, nine (9) Macintosh LC III, six (6) ImageWriter Printers, three (3) CD ROMs, and eight (8) Alpha Smarts.

Software purchases included various math programs, the Writing Center, the Graph Club, ClarisWorks and Chapter 1 bundles.

Most of the staff is familiar with MacBasics and feeling alot more comfortable with using the Macintosh computers. The mini-lab's are used more frequently and teachers are using the Quicktake camera to import pictures into slide shows. Several teachers have also completed stacks using Hyperstudio.

Impact on PK-12 Students

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	N/A	N/T
GRADE 4	N/A	85%	99%

READING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	84%	78%
GRADE 4	N/A	81%	88%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	77%	70%
GRADE 4	N/A	63%	81%

N/T - Grade and/or Subject not tested or not available

The Consortium project has helped teachers to use what they have more effectively. The Powerbooks are used to complete classroom projects at home, enter grades and averages, and to provide desktop advantages which are not available due to the campus' policy of limiting desktop access. Tim Murphy has offered technology support and assistance as a troubleshooter to the Martin campus. He has also presented several on and off campus technology in-services for mentor teachers and general staff.

Martin Elementary has a full-time technology specialist, April Rathburn, who provides the staff with assistance and demonstrations of technology usage which are integrated into the curriculum.

Restructuring

Technology has restructured the campus as well as individuals lives. Teaching techniques, classroom activities, and typical projects are all changing for the better because of technology advancement. Parents are invited to Technology Night and are shown a preview of the ongoing technology on campus. Teachers are e-mailing their family members and colleagues. Grading and progress notes to the parents are much easier using teacher grading software. Organizing seating arrangements, class schedules, lesson plans, anecdotal records and acquiring advanced degrees are all obtainable and providing Martin with the leading edge of advancement. Assistive technology is providing alternative writing capabilities for multiple handicapped students. America's commitment to education is possible because of TEA's funding of the Houston Consortium. **Texas is unique and provides inspiration to the rest of the country!! MARTIN IS TEXAS PROUD!!!!**

Ben Milam Elementary School
Houston Independent School District

Mission Statement

The mission of Ben Milam Elementary School is to establish and maintain a safe and positive learning environment, in which students can learn to their fullest academic potential, thus enabling them to become responsible and productive citizens of society.

Description of School

Ben Milam Elementary School was built in 1924, west of downtown Houston. It was rebuilt at the same site in 1979. The community is made up of a variety of residential and commercial properties. Residences include mostly single family dwellings, with some rental houses, apartments, social agencies, and a refugee center. Businesses in the area include manufacturers, retailers/wholesalers, banks, and churches.

Milam serves a population that varies ethnically and economically. The ethnic make-up of the total enrollment (455) is 86% Hispanic, 11% African-American, and 3% Anglo-American. Economically, 95% of the student population is on free/reduced lunch. Milam has a mobility rate of 32%. Eight percent of the students are enrolled in Exceptional Education, 79% are "At Risk" students, and 66% are Limited English Proficient.

An analysis of our student population revels that many of our students reside within extended families. In general, they do not experience the cultural stimulation and diversity of life outside their immediate environment. There is also a lack of education beyond grade school within the family structure. This factor prevents some parents from academically assisting their children. Gang activity has emerged in the area, leaving many families more concerned with survival skills than with long range educational goals for their children.

CPDT Integral to Campus

As a campus wide Target Priority Goal, a computer assisted instructional program for students in Grades 3-5 has been purchased and installed in a laboratory setting. This software focuses on reading and mathematics objectives. Objectives from the Computer Curriculum Corporation (CCC) are strongly correlated to the TAAS test in English and Spanish. Students will utilize this lab to improve TAAS scores in grades 3-5.

Furthermore, as a second Target Priority Goal, Milam has dedicated one third of its economical resources in establishing a second computer lab for students in Pre-K through second grade. This computer assisted lab will focus on reading and mathematics while using a big book format. The big book format is generated with the help of an overhead projector, the use of a panel book, and CD ROM technology. This second computer laboratory will enhance and better prepare the primary student as they come into contact with the TAAS oriented computer lab for students in grades 3-5. In both labs, many of the Milam faculty members are utilized as computer technologists, or technology contact persons. This has been made possible, in most cases, by the numerous technology inservices Milam faculty members have attended in the last two years.

The Impact of the CPDT program on the School Staff

The Milam staff has participated in the following inservices concerning the utilization of technology:

Beginning Tenet
Introduction to ClarisWorks
Multimedia
Portfolio Assessment
Advanced Laser Disk
CD ROM
Telecommunications & the Classroom
Computers in the Classroom
Kid Pix in the Classroom
Internet
Slide Show Presentation
Advanced Tenet
Advanced ClarisWorks
Painting & Drawing
Laser Disk Introduction
Telecommunications
Grading Software
Hyperstudio
Grady's Portfolio
Publishing Programs
Software Preview
Mac Basics

The above inservices were primarily held at the Milam campus. Some inservices were held at the Harris County Department of Education building, additional inservices were held at Region IV, and still others at various university sites. The persons attending these inservices have been either staff or faculty members from Ben Milam Elementary School and our feeder pattern.

The number of university students at Milam has varied during the last two years. During the 1993-1994 school year, there were fourteen preservice teachers in the Fall at our campus. This number dropped to five preservice teachers from the University of St. Thomas in the Spring of 1994. The number of preservice teachers for this academic year of 1994-1995 has been seven students, four students in the Fall, and three students in the Spring.

Technology and Integrated Teaching Practices

The technology secured by the grant has had a positive influence in how Ben Milam educators relate to the new technology throughout the school campus.

The grant has secured the following equipment or software for campus use:

27 inch TV Monitor
Quadra 660 AV/CD ROM
Hewlett Packer Black/White Printer
PowerBook 150
Overhead Projector
Hyperstudio
TV Cart
Laser Disk Player
Centris 610/CD ROM
Color Scanner
ClarisWorks
Panel Book
Kid Pix
Computer Cart

Since the beginning of the grant, the interest in technology has grown among the Milam family. Over half of the Milam staff are using technology every week either in the school computer labs, or in their own classrooms, and in their homes. Most classroom teachers now use a grading software, or ClarisWorks to get their final averages at the end of every nine week period. They also use word processing software such as ClarisWorks to make up letters, memos, or worksheets during the work week. Milam Elementary has also purchased two lap tops that are being signed out to the staff or faculty members to use at home or in their classrooms for instructional purposes. On our campus, Tuesdays have been set aside for grade level technology training.

Classroom teachers have also utilized the overhead projector, the panel book, and the computer equipment cart to show CD ROM disks, scan pictures to be able to write about them in class, and to use Kid Pix to make slides. The teachers have employed the Laser Disk Player to implement science, social studies, and language arts lessons in English or in Spanish. The students have used the same equipment to read CD ROM/Laser Disks stories in their rooms. The students have also sent and received E-mail from the University of St. Thomas students in a telecommunications project in the Spring of 1994. This year the students are reading, and making graphs with ClarisWorks. They are also creating classroom letters, and reading short selections to aide them integrate TAAS objectives with computer assisted instruction.

Impact on Students Pre-K-Fifth Grades

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/T	N/T	N/T
GRADE 4	78.9%	96.0%	73%
GRADE 5	N/T	N/T	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	52.4%	64%
GRADE 4	43.5%	60.9%	69%
GRADE 5	N/A	42.9%	71.4%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	34.8%	43%
GRADE 4	4.2%	30.8%	23%
GRADE 5	N/A	42.9%	57.1%

N/T - Grade and/or Subject not tested or not available

In all, the grant has benefited the Ben Milam students and faculty members because they have been given the opportunity to work with the newer technology than was previously possible. This opportunity furthermore has nurtured the growth of future educators from our partner school, the University of St. Thomas.

SHERWOOD ELEMENTARY SCHOOL
SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

Description of School

Sherwood Elementary is situated in pie-shaped neighborhood in the Spring Branch area of Houston, Texas. The surrounding area is predominantly commercialized property with businesses ranging from medical hardware to horse stables. There are two neighborhoods of middle-class homes with the greater percentage of students coming from one of the many near-by apartment complexes.

Sherwood Elementary School

Descriptor	Percent
Number of Students	406
Low SES	62%
Mobility	46%
Attendance	97%
Limited English Proficiency	30%

Sherwood maintains special programs to meet the needs of its students. Those classes include Bilingual classes in grades PK, K, 1 & 2, Chapter One, ESL, Reading Recovery, Speech, Special Education, and a Life Skills class. Sherwood's community is composed primarily of Hispanic students, a number that is rapidly growing.

Ethnicity	Percent
Hispanic	46%
White	36%
African American	15%
Asian	3%

The Life Skills class provides services to students who carry the labels of mentally retarded, autistic, orthopedic handicapped, other health impaired, visually impaired, emotionally disturbed, and speech impaired. The curriculum/ instruction is community-based; but language arts and math, speech/language therapy, and self-care are woven into lessons to create an integrated type of instruction. Emphasis on technology is more than substantial. Computers are easily accessible, communication devices are used daily, and many lessons focus on using basic machines. Most children are computer literate and use them independently.

CPDT Integral to Campus

As part of Sherwood's Long Range Goal to continually improve academic achievement, the faculty included the objective of establishing Sherwood as a Professional Development Center for the University of Houston in their 1994-1995 and 1995-1996 Campus Improvement Plan.

The student teacher program from the University of Houston have sent interns (student teachers) since August 18, 1994. During the first year of the program, nine interns observed the first five days of the school year and then began a semester of classroom observation and methods classes. Sherwood hosted the methods classes needed by the interns and taught by the instructors from the University of Houston. At times students from different grade levels were included in the methods instruction. After the winter holidays, the interns came back ready to assume full responsibility which continued for eight weeks. After observing their cooperating teacher resume responsibility for the class, the interns began observing in different grade levels and in different schools for several days of the weeks. The interns' relationship with their class continued to the end of the school year. One intern from Sherwood—with a prior bachelor's degree—was hired by Spring Branch ISD and placed in a fifth grade classroom as soon as her student teaching was officially over. A tremendous success story!

Impact of the CPDT Program on the School Staff

As a result of the PDTS, Sherwood's faculty and staff enjoyed a tremendous amount of professional development during the past two school years. Technology training beginsn in August and continues throughout the year. A total of 130 hours of technology training was taught by the campus-based consortium facilitator and was attended by 95% of the faculty and staff during the first year alone. Teachers attended training on campus, at a district training center, at Region IV and other locations.

In addition to formal training, many of Sherwood's faculty has been positively impacted by the teaching methods and fresh ideas shared by their interns.

The interns offered English lessons to the ESL parents of the school. The primary goal was to teach the parents the basic language necessary to deal with everyday school interactions and parent conferences. This was an extremely rewarding experience for both parent and intern and helped to bridge the relationship between parent and school.

Technology and Integrated Teaching Practices

As a result of this training, many faculty are creating their lesson plans, writing newsletters and keeping grade books on their computer. The new grant equipment, as well as that ordered through other funding, has insured a computer in each homeroom and a larger percentage of printers available to all. District technological advancement includes both a LAN and WAN with district electronic mail and connection to the Internet in each classroom. Shortly after the new equipment was delivered to the campus, the music and health fitness instructors along with the students produced a multimedia extravaganza utilizing both the camcorder and television provided by the grant.

Impact on PK-12 students

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/T	N/T	N/T
GRADE 4	79%	97%	96%
GRADE 5	N/T	N/T	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	66%	88%
GRADE 4	47%	94%	89%
GRADE 5	N/A	74%	88%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	67%	79%
GRADE 4	40%	77%	74%
GRADE 5	N/A	73%	85%

N/T - Grade and/or Subject not tested or available

SNEED ELEMENTARY SCHOOL
ALIEF INDEPENDENT SCHOOL DISTRICT

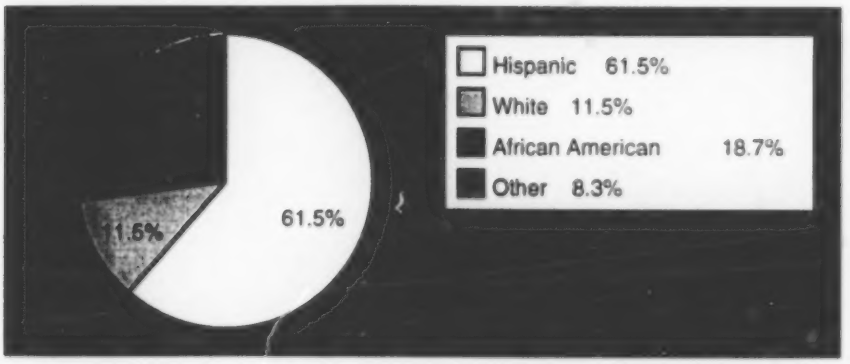
Description of School

Sneed Elementary, the 17th elementary school in the Alief Independent School District, was named after Ms. Ruth Conner Sneed. Ruth Conner Sneed Elementary opened its doors to 1,100 students on August 28, 1990. The building is one of Alief's largest elementary schools with 105,000 square feet.

The instructional program at Sneed centers on teaching techniques which strive to ensure that each child receives individual attention and appropriate instruction. The basic curriculum includes a balanced program of language arts, math, science, health, fine arts and social studies.

Sneed's total enrollment this school year included 1,149 students whose families originated from many different countries. There are as many as ten (10) different languages spoken by Sneed students. Sneed services grades Pre-K through 4th grade. Special programs offered on campus include: Bilingual Education, Special Education, ESL and Gifted Programs. The ethnic population of the school is as follows:

Sneed Elementary Student Enrollment



Sneed's community is a diverse and very multi-cultural melting pot. It is surrounded by apartment complexes. The majority of Sneed's students live in multiple family dwellings. The Sneed community falls in the low socioeconomic range. Sneed's mobility rate is 59.7 percent, and 56.4 percent of the students are enrolled in the free lunch program.

CPDT Integral to Campus

Sneed's Campus Action plan for the 1995-1996 school year includes technology as a priority. Each grade level will be responsible for specific technology goals which will be implemented and evaluated using a rubric. The Consortium school based teacher educator (SBTE) will assist in this implementation.

BEST COPY AVAILABLE

Impact of the CPDT Program on the School Staff

Professional development and special training has been provided to the Sneed staff. The focus has been in the areas of integrating technology in all content areas, as well as, promoting multicultural activities. Training was assisted by Region IV, Harris County Department of Education, Consortium Staff, District Staff, as well as on campus resources.Training was provided in the use of various application software, multi-media presentations, and telecommunications through Tenet and Consortium provided Slip accounts.

The following is an account of the professional development and training activities provided to the Sneed Staff funded by the Houston Consortium Technology Center.

SNEED STAFF	IN-SERVICE
Karen Flavin Librarian/Media Specialist Site-Based Management	T.C.E.A. Conference/Austin Tenet E-Mail and Beyond Searching the World WW ClarisWorks/Database/ Spreadsheet Digital Chisel
Karen Shiver Chap. I Reading	T.C.E.A. Conference (participant/presenter) Searching the WWW
Jeff Jernberg Coach Phy. Ed.	Tenet Quickstart E-Mail and Beyond
Kate Robertson Content Specialist	E-Mail and Beyond
Rebecca Murrel ESL Specialist	Tenet Quickstart
Carmen Williams ESL Specialist	Tenet Quickstart
Jane McClure Science Specialist	T.C.E.A. Conference
Mary Jane Moss Content Specialist	T.C.E.A. Conference
Juanita Moya Teacher-K	T.C.E.A. Conference
Rebecca Terry Teacher-K	T.C.E.A. Conference
Joanna Dodson Primary Specialist	T.C.E.A. Conference

The Consortium has offered other various staff development to the TSU interns as well as the Sneed staff. The topics included were:

1. Improving Interpersonal and Intercultural Relations presented by Dr. Claudette Ligons of TSU.

2. Culture Friendly Schools: Promoting Positive Cross-Cultural Communication presented by Dr. Luis Rosado of TSU

3. Basic Word Processing Skills, Introduction to Laserdiscs and Interactive Laserdiscs, Basics of Computer Painting and Drawing, Slide Shows and Presentation Tools, and Enhancing Your ClarisWorks Presentations with Video Input presented by the Consortium Tech Specialists (Marta Fabris, Charlie Blake, Tim Murphy, and Robert Miller).

Training and technical assistance was offered weekly on the Sneed Campus provided by the S.B.T.E. Lynn Kabazi and Charlie Blake TSU Tech. Specialist.

Fifteen (15) TSU interns were based at Sneed Elementary during this past year. The TSU interns assisted the mentor teachers in classroom activities and provided tutoring to students. Growth and maturity of the interns was exhibited during the last video taped lesson. The benefits the interns provide to students will be confirmed during student teaching and post-graduation teaching assignments. The future goal of the consortium is to increase the implementation of technology into interns future lessons. The interns left with valuable information for the future.

Technology and Integrated Teaching Practices

The following is a list of the technology equipment secured through the Consortium grant: Macintosh 475 4MB Hard Disk, Performa 636 4MB Hard Disk, Apple 14" Color Display, Apple Keyboard, 4MB Memory Expansion Kit, Internal CD ROM, Hewlett Packard Desk Writer Printer, Mac Cable, VHS Camcorder, Infocus PanelBook-550 LCD Panel, Dukane 4003 Overhead Projector, Bretford A/V Equipment Cart, Caster Wheels, External 14,400 Robotics Modem, Fax/Modem Cables, and Phone Net Connectors.

Sneed has purchased the following technology hardware with district funding of $13,500.00: (6) LCIII, (3) 575 Macintosh, (1) 150 Macintosh Power Book(Laptop), (2) modems, (3) StyleWriter II Printer, (1) color StyleWriter Pro Printer, (1) PowerUser SyQuest Drive, and (8) AlphaSmarts and $3,300.00 worth of miscellaneous software.

Sneed submitted (2) grants to the District Technology Advisory Committee and **won** both for innovative uses of technology!!! The first project was entitled "Houston Comes Alive". This was designed to be a year long project which would integrate the language arts skills of reading , writing, listening, and speaking; technology skills of keyboarding, word processing , and multimedia use; and third grade social studies content. The second project was entitled "Mi Herencia". Kindergarten Bilingual and ESL students would record oral family traditions. These stories would be recorded and illustrated in book form and slide show presentations.

Grants from the district provided Sneed with the following technology equipment : (4) LC III Macintosh,(2) Color Scanners, Quicktake Camera, Video Spigot, HP 550 color printer and cables , (8) 575 Macintosh, (2) Image Writer printers, Bilingual Writing Center Lab Pack, and Super Print Shop Deluxe.

The Consortium project has helped teachers to use what they have more effectively. The Powerbook was used for recording the Site-Based meetings on campus and completing classroom projects at home. The Dukane and overhead projector facilitated

large group presentations. Charlie Blake offered technology support and assistance as a troubleshooter to the Sneed campus. He has also presented several on and off campus technology in-services for mentor teachers and general staff.

Students have used Hyperstudio to create presentations on Houston culture, weather, geography, economy, and history. The third grade gifted class created "Get To Know Sneed Elementary" for new student orientations. Alana McFarland Veronica Rodriguez, Evelyn Riviera, and Christina Nguyen delivered the "Houston Comes Alive" presentation using hyperstudio. The AlpaSmarts keyboards have facilitated the recording of student work at a much quicker rate. Sarah Oduola and Jide Are (2 third grade Sneed Students) assist their teachers and classmates as effective 3rd grade classroom troubleshooters.

Impact on Students

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/T	N/T	N/T
GRADE 4	78.2%	82.8%	79%

READING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	71.7%	73%
GRADE 4	54.9%	70.4%	73%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	53.3%	64%
GRADE 4	40%	39.3%	37.5%

N/T - Grade and/or Subject not tested or available

Restructuring

Technology has restructured the campus as well as individuals lives. Teaching techniques, classroom activities, and typical projects are all changing for the better because of technology advancement. Parents are able to attend meetings and view their child's pictures as well as their work on the computer! Teachers are e-mailing their family members and colleagues instead of leaving messages on answering machines or just not being able to contact people because of unavailability. Grading and progress notes to the parents are much easier using teacher grading software. Organizing seating arrangements, class schedules, lesson plans, anecdotal records and acquiring advanced degrees are all obtainable and providing Sneed with the leading edge of advancement. Teachers are "surfing the net" for current events and providing their classes with up to date information, charts, maps, pictures, etc. Assistive technology is providing alternative writing capabilities for multiple handicapped students. America's commitment to education and the advancement of technology is possible because of TEA's funding of the Houston Consortium. **Texas is unique and provides inspiration to the rest of the country!! SNEED IS TEXAS PROUD!!!!**

THOMAS MIDDLE SCHOOL
HOUSTON INDEPENDENT SCHOOL DISTRICT

Mission Statement

The mission of Albert Thomas Middle School is to strive for academic excellence by working with parents and our community to promote positive,productive, and contributing people in our changing society.

The school slogan, developed in 1989, reflects our commitment to our goals:

STRIVE FOR EXCELLENCE;
THE AGE OF MEDIOCRITY IS OBSOLETE.

Description of School

The lowest performing of the 262 Houston Independent School District schools as measured by the 1993-1994 TAAS scores is Thomas Middle School. Statistics alone clearly document the urgent need for the adoption of innovative educational strategies at Thomas and demonstrates why the school has been targeted by the Texas Education Agency. Thomas is characterized by a largely minority (91%), at risk (76%), low achieving (TAAS failure rates are in the 60-85% range) student body, characterized by continuous discipline and attendance problems. Specifically, 645 out of 800 students were referred to the principals office last year; 500 were assigned in or out of school suspension.

The following chart expands on the profile of a Thomas student:

Student Profile
Grades 6 - 8

Enrollment	873	**Students by Program**	
		Bilingual	1%
Gender		Career & Tech. Ed.	29%
Male	54%	ESL	2%
Female	46%	Exceptional Ed.	21%
		Gifted/Talented	0%
Ethnicity			
African American	91%	**Free/Reduced Lunch**	54%
Asian	0%	**Limited English(LEP)**	3%
Hispanic	6%	**Honors Classes**	11%
Native American	0%		
White	2%		
Mobility (1992 - 1993)	51%		
At-Risk	63%		

Thomas is located in a low socio-economic, high crime area of Houston. Students need all available support, academic and otherwise, to entice them to overcome obstacles that lessen their motivation to attend school. The Consortium plays a vital role in providing the necessary resources to encourage student attendance and achievement.

CPDT Integral To Campus

Thomas became a part of the Consortium during the 93-94 school year. Therefore, the 1995-1996 Campus Improvement Plan contained the following goals in its collaborative efforts:

1. Staff development training in technology will be provided on an on-going basis as so to improve teachers knowledge and implementation in the classroom.
2. Students will be provided hands-on experiences with technology so as to increase their achievement.
3. Interns and student teachers will be encouraged to attend all staff development and training workshops provided by the Consortium.
4. Students will be provided with hands-on experiences in technology.

Impact Of The CPDT Program On The School Staff

The impact of the Professional Development activities has been significant at Thomas. Many of the teachers and administrators attended a variety of workshops and seminars presented both on and off campus, including weekends. Examples of workshop offerings follow this description.

During our first year Thomas of the Consortium, the total number of interns from Texas Southern University was 20. The feedback from interns and their mentors has been extremely positive. A number of interns have aided their mentors in technological areas. Interns commented on how different the reality of the classroom was versus the perception they had before their 45 hour observation. This realization early in their training will decrease reality shock, thus producing stronger educators.

Many of T.S.U.s interns also did voluntary tutoring in mathematics upon lerning that this ws our weakest area. It was a great benefit to us and our students.

The teachers at Thomas participated in many of the Staff Development offerings provided them. Some of them included:

1.	Laserdisc	Cage Elementary
2.	Basic Word Processing Skills	Cage Elementary
3.	African American Empowerment Day	T.S.U.
4.	ClarisWorks (4 sessions)	Thomas M.S.
5.	Tenet and ClarisWorks	Region IV
6.	Introduction to ClarisWorks	Region IV
7.	Introduction to Tenet and Multimedia	Region IV
8.	Tenet Quick start	Region IV
9.	Technology Plus	U of H
10.	Restructuring Schools	U of H
11.	Integrating Telecommunication Into the Classroom	U of H
12.	Access and Equity	Stouffer Hotel
13.	Capitalizing on Culture to Enhance Achievement	T.S.U.
14.	Enhancing Your ClarisWorks with Presentations with Video	H.B.U.
15.	Cooperative Learning Overview	Thomas(all staff)
16.	Knowing About Computers	Thomas(all staff)

Technology and Integrated Teaching Practices

As a result of new and different equipment provided through the Consortium, Thomas teachers participated in technological training sessions as never before. The faculty has been made aware of the various ways technology can aide and enhance their

teaching as well as student achievement. It was exciting when the school was donated one(1) computer for each teacher. Rather than keep the computers for themselves, the teachers voted to place them in a lab and to rotate classes so that all the students would have access to hands-on learning. The following further details our inventory and use of technology:

Being a part of the PDTS has definitely had a positive influence in the infusion of educational technology on the Albert Thomas Middle School Campus.

In addition to helping the faculty and staff individually whenever possible, staff development opportunities were made available. On one of Thomas' staff development days, the staff attended one of two computer workshops. The first one, Overview of the Macintosh Computer, was designed for beginners of those who forgotten what they learned. The second, Overview of ClarisWorks Word Processing, was aimed for those who are familiar with the basic operations of the Macintosh. Professional Development certificates were awarded to the teachers who attended the inservice.

In addition to being able to attend free computer training, teachers who were consortium teacher trainers received their own Macintosh Power PC computer, a mouse pad, and two blank disks for use in the classroom. All department chairpersons had printers so that teachers had several places to print their work.

Parents have also been able to reap the benefits of being part of the consortium. As part of three PTA meetings, parents have been able to learn about how technology can enhance children's learning in the classroom and how we must learn new ways to incorporate it in order to prepare our students for the challenges in the 21st century. At one of those meetings, parents were able to have hands-on experiences with the computer. ìTaking Learning Homeî parent workshops were held in May and June, 1995. Parents and their children were invited to experience multimedia by developing a sideshow by importing graphics from the video camcorder and the CD ROM. They also were able to learn from other CDs and take home printouts of their work.

Students have been the biggest winners in Thomas' being a part of PDTS. Students absorb technology like sponges and are anxious to learn more. As a result of taking computer literacy, students now enjoy tutoring teachers who have received their computers in the classroom. They use the consortium computer and printer in working on the school newspaper.

The Infocus PC Viewer is indispensable as a presentation tool for whole class demonstration and addresses multiple learning modalities or learning styles. Students tend to grasp concepts quicker when they can see the whole picture (the objective) and then develop the parts that it takes to make that picture.

We have also developed our ìGrow Our Ownî student technologists. Students deliver and set up computers and printers for the consortium teachers. They also install software and assist teachers. They also learn how to develop an inventory data base and assist in getting serial numbers. On many occasions, students work on history and science projects and the school newspaper during their lunch time. Whenever staff or faculty members come in the lab to work on the consortium computer, students are anxious to assist them.

The university students observed students working on the computers, studied the management system of lab, and worked on the consortium computer themselves. Students have been introduced to the concept of telecommunication but have not accessed TENET yet. We received our modem last month and we are anticipating finding electronic pen pals, especially on the university level. We would like to develop a ìGreat Gatsbyî project where students and their university partner would read a book or some literary work and

discuss and critique it electronically. The university partner would not know that his/her ipen palî was a middle school student. Partners would use pen names and their real names would never be revealed.

Students are currently being introduced to multimedia projects with PC viewer, video camera, and ClarisWorks. The technical support and teacher training has been valuable.

Impact on Students

The 1994 - 1995 school year was the first exposure Thomas had to the Consortium. Therefore, test scores are not comparable at this time. However, the observers have had a significant impact on both the students and teachers. Many observers aided the mentor teachers with their expertise in the area of technology. Some of the observers recognized the need of students to have extra help and actually volunteered to tutor them. The interns also exhibited new ideas and energy that was contagious to each faculty. In addition they were each a shinning role model to the classroom students!

The Consortium involvement at Thomas has raised the awareness of the teachers as to the importance of becoming technologically proficient. As a result, many have attended workshops to improve their skills. This will eventually, if not already, have an impact on the classroom student.

TAAS achievement scores will be positively impacted by Consortium involvement. The ë94 - ë95 test scores will be compared to the ë95 - ë96 scores. The 1994 School Report Card indicates the following regarding test results:

WRITING	1992-1993	1993-1994	1994-1995
GRADE 8	-	24%	41%

READING	1992-1993	1993-1994	1994-1995
GRADE 6	-	37%	45%
GRADE 7	-	42%	45%
GRADE 8	-	43%	48%

MATH	1992-1993	1993-1994	1994-1995
GRADE 6	-	19%	19%
GRADE 7	-	15%	14%
GRADE 8	-	27%	13%

SCIENCE	1992-1993	1993-1994	1994-1995
GRADE 8	-	-	47%

SOCIAL STUDIES	1992-1993	1993-1994	1994-1995
GRADE 8	-	-	28%

(-) - NOT IN PROJECT AND/OR NOT TESTED

Other Relevant Ideas, Outcomes, or Benefits (Dreams)

It is the dream of the Albert Thomas Middle School:

• to create - "Thomas Professional Development Academy in Technology"-TDAT, a program designed to provide preservice teachers from Texas Southern University opportunities to see and experience how technology can be implemented in the curriculum in the public schools (in the field), particular in their content area.

• to foster lifelong learners - in Thomas students and teachers by training the teachers in methodology that would enable them to become more effective in the classroom and the students more actively involved in the learning process - in an interactive mode rather than passive. Students are motivated by technology and technology can be an equalizer in access and equity.

•to implement - a technology coordinator whose responsibility is would be to: provide staff on-going development for faculty, staff set up workshops for parents and community design schedule and coordinate the 2 Compaq labs, the Apple lab, and the community. Also this coordinator would oversee the computer labs on campus, distribute hardware and software to teachers, maintain inventory for all technology equipment on campus, order hardware, software and computer supplies for the labs and administrative technology, attend conferences and staff development opportunities to stay current with the rapidly changing technologies, present hands-on workshops, seminars, and complete other duties as assigned by the principal

VALLEY OAKS ELEMENTARY SCHOOL
SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

Description of School

Valley Oaks Elementary School is one of 22 elementary schools in the Spring Branch Independent School District. The school facility is 39 years old, with major renovations completed 4 years ago. The student population is representative of the over-all district population in miniature. Presently, 60% of the student population is considered at-risk, based on free/reduced lunch participants.

Ethnic Percentages	
Hispanic	50%
White	43%
African American	4%
Asian	3%

There is a wide range in the socioeconomic backgrounds of the students who attend Valley Oaks. Some students live in homes valued at $500,000 or more, while other students live in a small apartment with several families in that one apartment. The student body represents a wide range of academic ability levels. A significant number of students qualify for the Gifted Program, yet at the other end of the spectrum, a number of students struggle academically. There are bilingual classes pre-k through fourth grade. In 1995-96 bilingual classes will be at all levels through fifth grade.

Valley Oaks has strong parent participation in the school activities. About one-third of the teachers have parent volunteers when their classes go to the computer lab. There are two labs in the school--one for primary grades and one for intermediate. Approximately half of the classroom teachers have a computer in their classrooms. Emphasis on technology is a priority to staff, school district and parents of this community. The school (Valley Oaks) set up a science lab with money they won ($60,000) for improvement in TAAS Scores. The district has installed an on line communication system, Educational Management Group, which allows teachers/students to view custom videos, take electronic field trips and provide for two-way communication. All computers in the school district are now online. The staff and students can communicate with people on e-mail and get on the internet.

Outside of the school day, there are programs which involve students, parents, and teachers. Students participate in Games Day--an after school program where strategy skills are taught by the teachers. Students sign up on a first come, first serve basis. Scout meetings are held at the school. Many parents were part of the PPP (Participating Parents for Progress.) This group of people worked with school staff on how to deal with students' school problems and gave parents an opportunity to share with the school personnel their dreams for their children. The University of St. Thomas staff, with the assistance of the pre-service teachers did an after school computer workshop with bilingual parents.

CPDT Integral to Campus

The long range goal for technology at Valley Oaks is that all students and staff will integrate current technology into the learning process. The rational for this is that technology is everywhere, demanding high levels of competence in selecting and using appropriate technology. The specific objective for 1995-96 if to increase student/teacher knowledge and use of computers and other technology as evidenced by increased availability of computers and other technological resources in the classrooms and labs.

scheduled teacher in service, and incorporation of grade level objectives from the technology plan into the instructional program.

In order to meet the above objective the following activities have been written by the Campus Improvement Team and approved by the teachers: (1.) the staff will continue to collaborate with the Houston Consortium of Urban Professional Development and Technology Center in order to work with university and public school personnel for the purpose of training pre-service and current teachers on effective uses of technology in the classroom, (2.) the school will purchase additional Macintosh computers, printers, laser disc players, CD-ROMs, CD players and telephones for classroom use, (3.) administration will use 3/4 of a teaching unit in order to provide for a full time person to coordinate the technology program and assist teachers in integrating technology into the curriculum, (4.) administration will provide staff development and staff development time for implementation of technology curriculum as a learning and teaching tool, and (5.) the school will meet the following grade level goals in technology...

Kindergarten--students will be introduced to the computer and will utilize the tools in Kid Pix.

First Grade--students will use Kid Pix to write, illustrate, save and print original work.

Second Grade--students will be introduced to keyboarding. They will write, illustrate and print original projects and use various instructional programs.

Third Grade--students will demonstrate the ability to use keyboarding. They will use word processing to write, edit, revise, save and print personal writing, and import graphics into text.

Fourth Grade--students will review keyboarding. They will write compositions using word processing including edit, revise, save and print, and produce a Kid Pix Slide Show.

Fifth Grade-- students will continue to review keyboarding. They will use word processing to write, edit, revise, save, print, as well as use the thesaurus. They will be introduced to spreadsheet and be made aware of copyright ethics. They will, also, create multi-media projects.

Impact of the CPDT Program on the School Staff

The association with the University of St. Thomas has been very successful. For the most part the interns and students teachers have been very well prepared. During the two years of the Consortium, there have been 13 phase one pre-service teachers on campus, 9 phase two pre-service teachers, and 7 student teachers.

A major emphasis in staff development during the last two years has been placed on technology. This training has been done by the tech-specialist (proved by the consortium) the SBTE, and by two Valley Oaks teachers. Some of the staff development have been all day affairs, while others have been after school and during the teacher's off time. Classes have ranged from computer basics to multi-media presentations:

- Turn computer on/off
- Laser disc
- Kid Pix
- Bilingual Writing Center

- ClarisWorks for word processing, database, spreadsheet, graphics
- Using e-mail
- Slide Show
- Integration of technology with instruction

Each year 3 or 4 teachers have attended the State Technology Conference. Other areas of staff development have included: Workshop on Cultural Diversity, Curriculum mapping and integrated units, cross-grade level meetings in major academic areas, differentiating instruction and mainstreaming/inclusion.

Technology and Integrated Teaching Practices

Equipment purchased by grant money was the basic package: 660 Macintosh with monitor, scanner, TV monitor, LCD panel, laser player, video recorder. Being chosen as a grant participant was a catalyst to purchasing more technology equipment. The school staff has used State and City award money to add to the equipment that was provided by the grant and to update equipment already on campus. New equipment purchased include 12 -575 Macintosh computers with monitors for the student lab, 2 teacher stations, camera, another scanner, 5 TV's, 3 video/disc players, 2 VCR's, and 4 printers. Technology is a prime target for next year--in budget, staffing and staff development.

Fifth grade did several media projects for the school year. The most exciting was the slide show they did for the Technology Fair in April. They each did a slide show on themselves describing their life at Valley Oaks.

Every grade level did something for the Fair:
- Pre-k and K did calendars
- First Grade did an article on seeds
- Second Grade did a paper on their native flag
- Third Grade did brochures on Houston Proud
- Fourth Grade did a slide show on Texas

The computer labs are constantly in use. One fourth grade class used e-mail to correspondence with University of St. Thomas staff and students.

Impact on PK-5 Students

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/T	N/T	N/T
GRADE 4	94%	100%	100%
GRADE 5	N/T	N/T	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	94%	96%	96%
GRADE 4	72%	93%	90%
GRADE 5	N/A	88%	93%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	100%	87%	92%
GRADE 4	69%	80%	88%
GRADE 5	N/A	68%	84%

N/T - Grade and/or Subject not tested or available

At this time it is too early to see Consortium impact on TAAS scores. Campus initiatives have a far greater impact on the scores. However, the Consortium has given the students at Valley Oaks the following advantages:

1. Access to pre-service and student teachers who are better prepared to teach due to greater familiarity with "real" school procedures--more exposure to the classroom experience before student teaching formally begins, and more experience with technology.

2. Access to regular classroom teachers who are better prepared to use technology as a tool for preparing and presenting lessons due to staff development opportunities provided by the Consortium.

3. Access to teachers and administrators who have avenues for networking and problem solving due to the ever-building relationships between the schools, service centers and universities.

Other Relevant Ideas, Outcomes, or Benefits

The Consortium has provided the opportunity for the schools, the universities and the service centers to work together as a community in preparing teachers to meet the needs of our twenty-first century citizens. It is hoped the Centers will continue with each of the individual entities being an integral part of the teacher preparation process.

WESTWOOD ELEMENTARY SCHOOL
SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

Description of School

Westwood Elementary is located in the Spring Branch area of Houston, Texas. The surrounding area is a mixture of single-family dwellings, townhouses and four large lower-income apartment complexes. Westwood is near a busy intersection with area stores and is physically located between a middle school and one of the district's four high schools.

Characteristic	1993-1994	1994-1995
Number of Students	503	550
Ethnicity of Students		
African American	12.5%	10.1%
Hispanic	34.6%	36.6%
White	43.2%	36.6%
Other	9.6%	16.7%
Free/Reduced Meals	57.5%	58.3%
Mobility Rate	25.3%	28.4%
Attendance	97.0%	95.0%
L.E.P.	25.2%	26.0%

Westwood maintains special programs to meet the needs of its students. Those classes include Chapter One, ESL, Speech, Special Education.

CPDT Integral to Campus

Westwood has been a member of the Consortium since September of 1993. Two days after the funding was approved, Westwood had its first interns on campus.

In anticipation of becoming a professional development site, Westwood included the following statements in their Campus Improvement Plan:
As part of their long range goal to have students exceed both district and state averages in all sub areas on the state CRT, Westwood would continue to work with the consortium in order to increase the number of adults available to work with students in the classroom.
In an effort to have and nurture a spirit of continuous improvement among the faculty and staff of Westwood, staff development would be made available with an emphasis on the area of technology. For the 1994-1995 school year a goal of a minimum of 12 hours of staff development using Macintosh computers was set.

The first year of the interns on the Westwood campus began—as stated above—very shortly after funding was made available. As quickly as possible a schedule of observations was set up allowing the nine interns a chance to see a variety of grade levels and teachers before being placed into a permanent room. The permanent placement began in November with the interns taking over full responsibility of their classroom by the end of January. The majority of the interns continued in full responsibility until the end of April and finished the year with a mixture of team teaching and future observation both in their own classroom or other grade levels.

All of our nine interns were hired for teaching positions, two in the Spring Branch District and one on our own campus.

The second year saw some changes to the program based on suggestions from the cooperating teachers. One of the strongest suggestions was that the interns should see the beginning of the school year when all is established. They (student teachers) were expected on campus the first day the students began—August 18. The twelve interns observed the first five days of the school year and then began a semester of classroom observation and methods classes. Westwood hosted telecommunication classes taught by the instructors from the University of Houston. The use of telecommunications was emphasized as an important method of communication between their university-based instructor and the interns. After the winter holidays, the interns came back ready to assume full responsibility which continued for eight weeks. After observing their cooperating teacher resume responsibility for the class, the interns began observing in different grade levels and in different schools for several days of the weeks. The interns' relationship with their classes continued to the end of the school year.

In the first year of the program during the first semester, the interns offered English lessons to the ESL parents of the school. The primary goal was to teach their parents the basic language necessary to deal with everyday school interactions and parent conferences. This was an extremely rewarding experience for both parent and intern and helped to bridge the relationship between parent and school.

Many of the interns became tutors for students who needed more individual attention and report positive changes for both the student and themselves.

Impact of the CPDT Program on the School Staff

As a result of the PDTS, Westwood's faculty and staff enjoyed a tremendous amount of professional development during the 94-95 school year. Technology training began in August and continued throughout-out the year. A total of 110 hours of technology training was taught by the campus-based consortium facilitator and was attended by 62% of the faculty and staff. Teachers attended training on campus, at a district training center, at Region IV and other locations.

In addition to formal training, many of Westwood's faculty has been positively impacted by the teaching methods and fresh ideas shared by their interns.

Technology and Integrated Teaching Practices

In the fall of 1993, Westwood owned a lab of twenty Macintosh computers and had a faculty who—as a whole—were completely computer illiterate. During the 1993-1994 school year an additional 35 computers were added to the campus including those provided by the consortium. After-school training was offered and by the end of the school year an entire grade level was sharing lessons designed on the computer. Many of those lessons

included the use of CD ROM technology and the LCD panel provided by the Consortium. One of our proudest success stories includes a teacher who was extremely reluctant to use the computer to do word processing. At the end of the school year, having served as a cooperating teacher for the first time in her twenty years as a teacher—she not only was a technology advocate, but had written and received a mini-grant focusing on the CD ROM.

In this second year as a professional development site, technology training continued with private tutoring and training sessions during and after school hours.

District technological advancements include both a LAN and WAN with district electronic mail and connection to the Internet in each classroom. Westwood enjoys the advantages of ethernet connectivity and a computer and printer in every classroom along with a Macintosh lab equipped with 26 computers and printers.

Impact on PK-12 Students

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/T	N/T	N/T
GRADE 4	n/a	84%	90%
GRADE 5	N/T	N/T	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	N/a	73%	81%
GRADE 4	66%	73%	86%
GRADE 5	N/A	76%	82%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	54%	57%
GRADE 4	51%	55%	64%
GRADE 5	N/T	53%	65%

N/T - Grade and/or Subject not tested or available

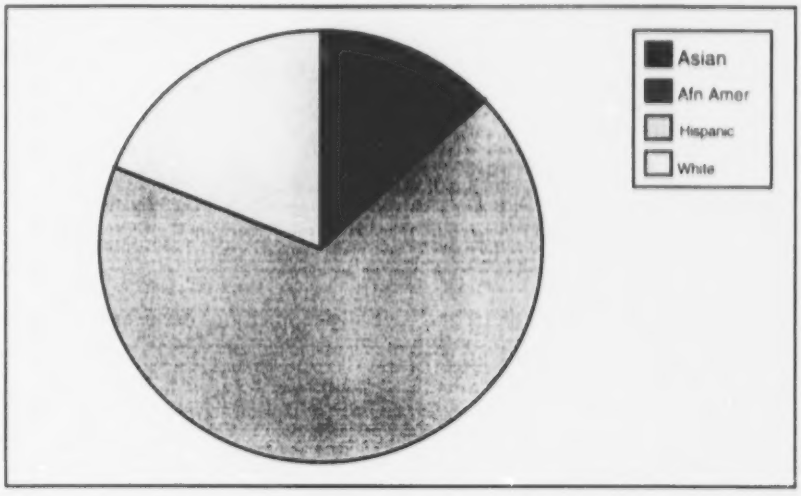
WOODVIEW ELEMENTARY SCHOOL
SPRING BRANCH INDEPENDENT SCHOOL DISTRICT

Description of School

Woodview Elementary is located in the northwest quadrant of Houston. During the past decade it has changed from a mostly white, single-family neighborhood school to one of heavily Hispanic apartment-dwellers. The school population has risen from 500 to 650 (grades PK through 5th), straining the capacity of library, clinic, cafeteria, and classrooms.

Since 1994, Woodview has qualified for a school-wide Chapter I program, allowing extra funding and specialists to serve the entire student body. Prekindergarten classes are available for students below poverty level or language deficient, and bilingual instruction is provided at all grade levels. Mobility rate averages about 52%, and 516 students receive free or reduced lunch.

Woodview takes pride, however, in its reputation as a warm and caring school. It also has a principal and faculty who are willing to be risk-takers. This school led the way in introducing Whole Language instruction in Spring Branch, was one of the first to have full-time Computer Specialist and an Art teacher, and began the district's first Reading Is Fundamental programs eight years ago.



Racial make-up of Woodview students

CPDT Integral to Campus

Woodview began serving as a field site for Houston Baptist University's teacher education program even before the Consortium was established. Almost every faculty member has been involved in some aspect of the Consortium's effort - mentoring preservice teachers, serving on advisory committees, increasing technology skills through staff development.... The faculty has been enthusiastic about this partnership and is committed to it, as reflected in the Campus Improvement Plan.

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Impact of the CPDT Program on the School Staff

Teachers on this campus have benefited from hundreds of hours of staff development - primarily in technology - provided by the Consortium. Some of that was conducted directly by Technology Specialists and SBTE's; some was held at the education centers, with registration and substitutes paid by Consortium funds. Below is a chart showing training activities during the past two years:

Date	Event Title	Location	Participants
Various dates	Introduction to ClarisWorks	Region IV	8
11/6/93	HCUPDTC Professional Development Day	Univ. of Houston	13
2/5/94	TENET	Region IV	4
2/21/94	Macintosh Basics	Woodview	12
3/21/94	ClarisWorks Word Processing	Woodview	4
4/4/94	Shirley Crook on TAAS Preparation	Woodview	14
4/11/94	Creating a Gradebook with ClarisWorks	Woodview	4
4/18/94	Basics using PowerBook	Woodview	16
4/29/94	Restructuring Schools: Broadening Vision	Univ. of Houston	4
8/19/94	Overview of ClarisWorks	Woodview	35
8/19/94	Introduction to KidPix	Woodview	35
8/27/94	Mentors' Workshop	Univ. of Houston	5
10/11/94	ClarisWorks Data Base	Woodview	6
11/29/94	Presentation Tools	Woodview	8
12/12/94	Introduction to ClarisWorks	Woodview	13
1/9/95	Introduction to Laser discs	Woodview	7
1/17/95	Drawing & Painting with ClarisWorks	Woodview	6
2/8/95	Integrating Diverse Language Learners into the Mainstream	Region IV	6
2/22/95	Overview of EMG Custom Curriculum	Woodview	40
3/7/95	Using MathKeys	Woodview	6
3/21/95	HeartBeeps for TAAS	Woodview	4
5/5/95	Using MathKeys	Woodview	33

Six teachers attended various institutes at Region IV over the summer, sponsored by the Consortium. Information gained there has been shared with others during the school year.

Woodview is the site for field basing Language Arts, Reading, and Social Studies components of Houston Baptist's teacher education program. During the past two years, 70 university students have come to observe, teach, and learn. Several have returned as student teachers, and then as faculty members. Being familiar with our school and students has made their field time more productive.

Technology and Integrated Teaching Practices

Having technology accessible to all teachers has increased the number of ways in which instruction can be delivered, making it possible to address different learning styles. Having technology to help with administrative tasks such as grade book, letters to parents, and preparation of reports, frees teachers to use more of their time for planning creative activities.

Students are more motivated to do creative writing when they can do it on the computer, and they are able to be more creative in presenting research projects. From first

grade up, students are proficient with Kid Pix and/or Bilingual Writing Center, and they are very much at ease with using the computers.

Attendance and class participation have increased where students know they will have the opportunity to use computers during the day. They have pride in our school and the fact that this technology is available for them. In describing a class project about dinosaurs, one bilingual student wrote,

"...we read books so we could do a report. It was a little bit hard. But I like it. It was fun. It was hard when we needed to save in the disk because sometimes it saved in KidPix. I studied like February 26, but I did not get bored because it was interesting."

Staff development and equipment provided by the Consortium have been instrumental in increasing the ability of teachers to use technology. During 1993-95, 15 teachers applied for TENET accounts, and all but a few are now competent Macintosh users. Because we had the 660AV machine, several classes have been able to transfer computer-generated slide shows to videotape, which they could then take home to show their parents. The next most-used item is the LCD panel, which allows computer images to be shown on an overhead projector for class instruction and large-group presentations. Just knowing that we have accountability as a Technology Center has been an incentive to push people and to try new things.

A second Macintosh lab has been set up, using 22 LCs and printers purchased with Chapter I and district technology funds. This lab is available for all classroom teachers to use on a sign-up basis. (The original lab is used throughout the day for instruction by our Technology Specialist.) Programs providing practice in math and language arts skills are used for reinforcement in all classrooms. We have also obtained a TAAS-oriented program for Macintosh, which we expect will help raise scores this year.

Eight Powerbook laptop computers are available for teachers to use in the classroom during the day and to check out for use at home at night and on weekends. This has been very effective in helping teachers to become comfortable with the computer and also to increase their efficiency. Through Apple Remote Access and the Consortium modem, teachers can call the school at night and print from the Powerbooks at home. Two portable StyleWriter II printers are also available now for take-home.

Impact on PK-12 students

This project aims not only to improve the preparation of teachers,it also aims to improve the learning of children in urban schools. The presence of university students in the public school classrooms can have a direct benefit for the students in that classroom as well as for the university student.

Research has consistently shown that individual attention promotes better learning in all children. Besides observing their cooperating teachers in action, the university students in this program also helped in the classrooms in such ways as these:

- teaching specific skills
- working with small groups during their reading time,
- reading aloud to the class,
- assisting individual students with seat work,
- monitoring a larger group while the classroom teacher worked with a small group
- guiding students in selection of library books
- helping to administer tests.

They also conducted an Individual Reading Inventory with at least one child. An IRI is a time-consuming process for diagnosing the child's reading ability, which provides the

teacher with a better understanding of what skills the child is lacking. It is conducted one-on-one.

Cooperating teachers reported that the experience was good for everyone. The university students gained from having the "hands on" experience, teachers gained from having an extra adult in the classroom, and students gained from increased individual attention. "I'm spoiled," commented one teacher at the end of the program. Another said, "Woodview students benefited as much as we (the teachers) did." Having an assistant was the most-often mentioned benefit. A bilingual teacher put it this way,

> "Having [the HBU student] in my room gave me the opportunity to work with a 'special' group in reading comprehension while she challenged a different group. Having a knowledgeable helping hand kept all students on task and helped keep me focused."

Two teachers who were absent during this time felt confidence that their classes were better taught than with a substitute teacher alone. One reported,

> "One day I was absent and one of my HBU girls had a lesson to téach. The next day I returned, but my HBU girl couldn't be there to fill me in on what happened. I asked my students about their lesson, and they were able to explain everything to me about their lesson - what they learned and why it was valuable. They discussed important aspects of the lesson that made it applicable to real life."

The following table indicates TAAS scores for the year before Woodview became a PDTC and for the two years the program has been underway:

Percent Passing TAAS Sections

WRITING	1992-1993	1993-1994	1994-1995
GRADE 3	N/T	N/T	N/T
GRADE 4	82%	87.5%	71%
GRADE 5	N/T	N/T	N/T

READING	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	50%	72.7%
GRADE 4	72.3%	94.4%	83.9%
GRADE 5	N/A	85.5%	81.0%

MATH	1992-1993	1993-1994	1994-1995
GRADE 3	N/A	39.3%	75.8%
GRADE 4	54.3%	73%	73.3%
GRADE 5	N/A	63.9%	71.4%

N/T - Grade and/or Subject not tested or available

Other Relevant Ideas, Outcomes, or Benefits

Woodview's involvement in the Consortium has given us an exciting "window" on the future. Knowing that we are helping to shape teacher education gives credit to our faculty and affirms their skills and professionalism. It has been interesting to meet the representatives from other schools and other universities and to see the different programs evolve as we have worked together toward the goals of the Consortium.

JACK YATES HIGH SCHOOL
HOUSTON INDEPENDENT SCHOOL DISTRICT

Description of School

Yates is located in Third Ward, the oldest and second most populated minority community in Houston. However, in recent years, Third Ward has experienced a declining population largely due to an increased standard of living for its' residents, many who have relocated in Ft. Bend or the North side of town. As a result only about 700 of the 1,774 students attending Yates live in the surrounding neighborhoods! Many of the remaining students are "legacies" of parents who attended Yates and are now part of a strong alumni group that supports the school. Other Students attend as a result of living in one of the five area "shelters" in the area.

The following chart reveals the student profile at Yates:

Student Profile
Grades 9 - 12

Enrollment	1,774	**Students by Program**	
		Career & Tech. Ed.	69%
Gender		ESL	1%
Male	48%	Exceptional Ed.	13%
Female	52%	Gifted/Talented	0%
Ethnicity			
		Free/Reduced Lunch	27%
African American	97%	**Limited English(LEP)**	1%
Asian	1%	**Honors Classes**	23%
Hispanic	2%		
Native American	0%		
White	0%		
Mobility (1992 - 1993)	27%		
At-Risk	82%		

In addition, Yates experiences an attendance rate of 89.1%, a drop out rate of 14.5%, and a graduation rate of only 76%. Forty-eight percent (48%) of students graduating attempted the SAT with discouraging results:

Verbal average:	318
Math average:	356

CPDT Integral To Campus

Yates is new to the Consortium this year; therefore, its Campus Improvement Plan did not include a focus on CPDT objectives. Yates is currently in the process of drafting its 1995-1996 Campus Improvement Plans and have agreed to include the following:

1. Staff development training in technology will be provided on an on-going basis as so to improve teachers knowledge and implementation in the classroom.

2. Students will be provided hands-on learning through their experiences with technology.

3. Interns and student teachers will be encouraged to attend all staff development and training workshops provided by the Consortium so as to increase achievement.

4. Teachers will use multimedia in their classrooms to enhance learning.

Impact Of The CPDT Program On The School Staff

The impact of the Professional Development activities has been significant at Yates. Many of the teachers and administrators attended a variety of workshops and seminars presented both on and off campus, including weekends. Examples of workshop offerings follow this description.

This is the first year Yates has been part of the Consortium. Yates had a total of 20 interns from Texas Southern University. The feedback from interns and their mentors has been extremely positive. A number of interns have aided their mentors in technological areas. Over and over the interns comment about how "different" the reality of the classroom is versus the perception they had before their 45 hour observation. This realization early in their training will decrease "reality shock," thus producing stronger educators.

Many of T.S.U.'s interns also did voluntary tutoring, especially in the area of math, as a result of recognizing a need at Yates.

Teachers at Yates participated in a multitude of workshops offered through T.S.U., Region IV, the Consortium, and Thomas M.S. as follows:

1.	Introduction to Computers, or, What You Always Wanted to Know but were Afraid to Touch! (4 sessions)	Yates
2.	Multimedia Demonstration Day (entire staff)	Yates
3.	Tenet and ClarisWorks	Region IV
4.	Introduction to ClarisWorks	Region IV
5.	Introduction to Tenet and Multimedia	Region IV
6.	Tenet Quick start	Region IV
7.	Technology Plus	U of H
8.	Restructuring Schools	U of H
9.	Integrating Telecommunication Into the Classroom	U of H
10.	Issues and Strategies for Education of African-American Children	WestChase
11.	The Regency Teaching System	Hyatt Regency
12.	Access and Equity	Stouffer Hotel
13.	Capitalizing on Culture to Enhance Achievement	T.S.U.
14.	Students at Risk Conference	U of H
15.	Minority Language Conference	T.S.U.
16.	Cooperative Learning(entire staff)	Yates

Impact on Students

The 1994 - 1995 school year was the first exposure Yates had to the Consortium. Therefore, test scores are not comparable this time. However, the observers have had a significant impact on both the students and teachers. Many observers aided the mentor teachers with their expertise in the area of technology. Charles Robinson "booted-up" a complete math lab for Dr. Woodbury. This lab had not been in use for months! Dr. Woodbury was then able to use the lab for TAAS review. Some of the observers

recognized the need of students to have extra help and actually volunteered to tutor them. The interns also exhibited new ideas and energy that was contagious to each faculty. In addition they were each a shinning role model to the classroom students!

The Consortium involvement at Yates has raised the awareness of the teachers as to the importance of becoming technologically proficient. As a result, many have attended workshops to improve their skills. This will eventually, if not already, have an impact on the classroom student.

The administration expects that Consortium involvement will result in a positive impact on TAAS performance. The 1993 - 1994 results to which comparisons will be made are:

WRITING	1992-1993	1993-1994	1994-1995
GRADE 10	-	68%	
GRADE 11	-	66%	

READING	1992-1993	1993-1994	1994-1995
GRADE 10	-	51%	
GRADE 11	-	54%	

MATH	1992-1993	1993-1994	1994-1995
GRADE 10	-	22%	
GRADE 11	-	29%	

(-) - NOT IN PROJECT

Technology and Integrated Teaching Practices

The Consortium has provided Yates teachers an awareness, primarily through staff development workshops, of the many ways they can enhance their teaching skills through technology. This exposure has motivated many teachers to expand their knowledge of computers. I offered, for instance, a beginning course on computer use six weeks before school was out. It lasted four(4) weeks; 3:15 - 5:15 on Tuesdays and was attended by 18 teachers who had decided they wanted to incorporate technology into their teaching strategies.

I asked our Yates computer specialist to respond to this question also since he deals with teachers and students daily. His letter follows:

To: Houston Consortium of Urban Professional Development and Technology Centers and Carol Elliott

From: Nelsen D. Greene, Yates High School

As the 94 - 95 school year draws to a close, the Jack Yates Family would like to say "Thank You" to the Consortium for all of the help you have given us. Because of the Consortium, we received several pieces of equipment that have been instrumental in

the development of our computer lab. We have received a Macintosh Performa 600 Series, a Color One Scanner, a Desk Writer 550C color printer, a Panasonic Video Camera, a PanelBook LCD projection panel, an overhead projector, a Pioneer Laser Disc Player and a computer table to sit some of the equipment on. We also received ClarisWorks 2, the updated version, of the original ClarisWorks software.

The Consortium has also had an impact on our students and faculty in an indirect way. Because of the equipment and software, the students enrolled in my Computer Applications class have been able to explore and exhibit their creativity through group projects and individual assignments. The faculty and staff has benefited because of the Computer Literacy Workshops given after school by Mr. Charlie Blake. Mr. Blake has also given an immeasurable amount of knowledge and information, for which I am very thankful.

I would also like to add that our pre-service teachers have benefited from their involvement in the restructured curriculum classes by assisting teachers with grading and students with group projects.

In conclusion, I would like to say that we look forward to continued support and involvement of the Consortium and our SBTE, Carol Elliott. There are lots of other available software packages, tons of information and technology as well. Our hope is that, through the continued efforts of the Consortium, we are able to tap into these resources which will benefit the mentor teachers, interns, and thus the students.

Outcomes and Dreams

The Consortium has allowed Yates an opportunity to network and collaborate with other schools. It has also facilitated an awareness and training opportunities regarding technology. The interns assigned to Yates have aided mentors and students alike. They have exhibited current teaching strategies such as Cooperative Learning and portfolio development. They are technologically proficient and have shared their expertise. They have tutored. Most importantly, they possess an enthusiasm that is contagious to us all.